Public Instruction in the Punjab report, 1904-05 to 1909-10

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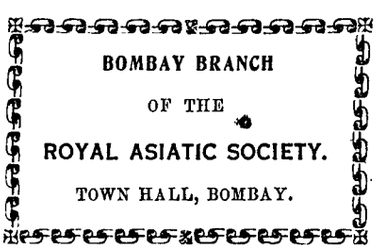

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR

1904-1905.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department
No 109, dated 15th January 1906.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1904-05, forwarded with his letter No. 329 S., dated the 30th September 1905.

REMARKS.—1. The total number of educational institutions open at the close o the year was 7,926, a decrease by 21 on the figures of the preceding year. There was a rise of 52 in the number of male primary and a fall of 80 in female private schools. The fall in the number of institutions was not reflected in that of pupils under education, who are returned at 274,963, or 3,733 in excess of last year. The number of students borne upon the rolls of colleges remained practically stationary, the faculties of Law and Medicine shewing a slight increase. The roll of pupils attending primary schools in British territory shewed a satisfactory rise of 3,200. The total increase in pupils is shared by all creeds, Hindus shewing an advance of 2,400 and Muhammadans of 1,200.

2. Government expenditure on education rose by Rs. 2,20,000, inclusive of a rise of Rs. 18,000 in scholarships. Of the Rs. 41,06,000 spent in British territory, the Imperial Revenues bore Rs. 1,26,500, Provincial Funds Rs. 14,13,000, and Local Funds about ten lakhs (a rise of about Rs. 60,000). The income from fees was just short of ten lakhs, being some Rs. 16,000 less than in the previous year : the fall is ascribed to the abolition of the Anglo-Vernacular middle school examination. In British territory direct expenditure (on tuition) increased by 1 per cent, being 59·3 per cent. of the total cost of the schools.

3. A satisfactory improvement in the management of schools by District Boards is reported throughout the province except in the Lahore Circle and the Multan District, where considerable apathy is still reported to exist. The budget provision made by the Boards for education amounted to 82 per cent. of the sum which might have been demanded by Government, and it must be remembered that initial expenditure on the construction of schools comes in the Public Works and not in the Educational portion of the budgets. It is, however, observed that the budget provision was not fully worked up to. Schools at the head-quarters of districts have now been transferred from Municipal management to that of the Education Department. The share of their income spent on education by Municipal Committees during the year under report represented 79 per cent. of what Government could have required.

4. The most conspicuous feature of the year in the direction of private enterprise was the meeting of the leaders of the Sikh community for the purpose of giving a fresh impetus to the Khalsa College. Throughout the province acts of generosity and public spirit in the cause of education are reported except from the Delhi Circle, and the acknowledgments of the Lieutenant-Governor are due to the various gentlemen and communities mentioned in paragraph 18 of the report. Other prominent features of the year's educational progress are the reconstruction of the Senate of the Punjab University, the marked rise in the number of boys' primary schools and in the attendance at them, and the increase of fully qualified teachers employed in them. A sixth Inspector for boys' schools was appointed during the year for the new circle of Amritsar, and a second Inspectress appointed, involving a considerable increase in the cost of direction and inspection. The provincialization of twenty-seven secondary schools is reported to have been a success, and Sir Charles Rivaz is glad to learn that the Director has had the loyal and warm co-operation of District Officers. His Honour is confident that Tahsildars and Naib Tahsildars will also make an effort amid their manifold duties to realise and fulfil their responsibility to the cause of education.

5. As far as collegiate education was concerned the year was comparatively uneventful. The number of students who graduated was practically stationary, as was the attendance in the Arts (English) Colleges. In professional colleges, however, there was a marked rise in the attendance. The results of the examinations in the various colleges present few features of general interest. The Islamia College, Lahore, appears to have had an active year, while the steady decrease in the numbers at the Hindu College, Delhi, is a matter for regret. The University finances were assisted by a grant of Rs. 34,000 from the Government of India, while Rs. 13,630 was contributed by the Provincial Government for the construction of a boarding-house at the Oriental College.

6. The number of pupils in the secondary stage of instruction was slightly behind that of last year, though more agriculturists attended : the fall occurred mainly in vernacular schools. Rs. 22,000 more was spent on secondary departments of secondary schools, but the income from fees fell by almost Rs. 3,000, and now represents just over half the total expenditure. The percentage of passes for the entrance examination shewed a slight improvement on the 50·9 per cent of the previous year. In secondary board schools the proportion of qualified teachers maintains the high figures of 1903-04 in the Delhi and Jullundur Circles, and this is reflected in the encouraging reports of the Inspectors. Progress in this direction is also reported from Lahore and Ráwalpindi, but in the north and west of the province the supply of trained men does not seem to keep pace with the demand.

7. The interests of primary education of boys have been carefully watched during the year, at an additional cost of some Rs. 40,000. The number of schools rose from 2,298 to 2,347, with a corresponding rise in the number of pupils from 103,511 to 106,487, agriculturists numbering 50,950, as against 49,827 in the preceding year. It is satisfactory to observe a large rise in the income from fees paid for this class of education,—a fact which indicates that the people of the province seem inclined to avail themselves of the efforts which Government is making to supply adequate education of a suitable kind to the less highly developed section of the community. Much, however, still requires to be done towards furthering the expansion of primary education in this province.

8. The training institutions described in paragraphs 66 to 73 of the report are to be congratulated on the record of a useful year's work. In particular Sir Charles Rivaz notices with appreciation the very high percentage of candidates from the Central Training College who passed the examinations in professional subjects. The subjects of moral and physical training appear to be sufficiently watched, but more attention should be paid in the Normal Schools to Mathematics, Mensuration and Agriculture. The study of the last-named science will no doubt receive a much needed stimulus when the Lyallpur College has been opened, and in the meantime His Honour trusts that the improvement now reported will be strenuously maintained. The closing of the Evening Continuation Classes at Lahore on account of the shortage of teachers, though inevitable, is a matter for keen regret. The working of the training institutions bears fruit in the number of trained teachers now at work in Native schools or available since the last examinations, the percentage of teachers without training or certificate being as low as 32 per cent.

9. The decline in the attendance at the Law College, commented upon in last year's review, appears to have been merely temporary ; the Medical College and School continue to enjoy their popularity, and the results of the final examinations testify to the excellent work done by Principal and Professors. The useful year's work at the Veterinary College has already been recognised in the review of the Annual Report of the Civil Veterinary Department. The continued demand for graduates is satisfactory to observe. The Railway Technical School, Lahore, and the other industrial institutions enumerated in Chapter VII of the report continue to do excellent work. The year was marked by the

construction of a new chemical laboratory in Lahore, the equipment of a dog hospital, and the approach to completion of a boarding-house in connection with the Medical School.

10. In view of the remarks by the Inspectress of Schools regarding the spread of a desire for the higher branches of female education, the figures for the province as a whole would seem to indicate that the supply for female education in the secondary stage is at present practically non-existent. Out of the 657 girls attending Anglo-Vernacular middle schools, 439 were Europeans. Only 23 Hindu and 5 Musalman girls attended a High or Anglo-Vernacular middle school; while Vernacular middle schools mustered 827 Hindus and 202 Musalmans. Something over 13,000, of whom about 4,000 were Muhammadans, were on the rolls of the primary schools, while about 8,000 attended indigenous schools of rote, and in this class the Muhammadan element almost exclusively predominates. Sir Charles Rivaz observes with interest the quasi-domestic curriculum of the American Mission Schools, and is glad to see that both Hindu and Muhammadan women have begun to appreciate the advantages of the training and medical institutions. There is no doubt that the desire to have their women partially educated is beginning to be felt by the more enlightened natives of the province, and it is to be hoped that the new Normal School for Women will be able to supply the trained teachers without whom the demand for further female education cannot be met.

11. In spite of the difficulty experienced in finding suitably qualified assistant teachers for European schools, the Director has been able to give a satisfactory account of a year's progress in this branch of his department. Thirty-eight schools, with a roll of 2,643 pupils, now exist in the province for European children. Thirty-six of these are classed as public schools, 15 being in the high and 17 in the middle grade. 389 boys and 441 girls are receiving instruction in the secondary stage, while 1,797 children, or 72 more than last year, are obtaining a primary education. The results of the examinations are also fairly creditable. The Lieutenant-Governor notices with interest the industrial and technical training described in paragraph 114, and is glad to see that attention is being devoted to shorthand and type-writing, studies which should in the very near future lead to employment. The report on the Sanawar Asylum is, as usual, eminently satisfactory, and His Honour is glad to observe the improvement noticed in the administration of the Memorial Asylum at Murree.

12. Chapter X of the report affords some interesting figures regarding the attitude of the Musalman population towards education in general. It is suggested that the Muhammadan community is gradually beginning to realise the advantages of the regular State institutions as compared with those of private seminaries. This is particularly noticeable in the case of girls. The percentage of rise in the number of male Musalmans receiving instruction is twice that of Hindus, but only half that of Sikhs. The total number of girls receiving instruction on the other hand declined. The inducements to Musalmans detailed in paragraph 123 indicate that the Department of Public Instruction is fully alive to the political desirability of inspiring the Musalman community with a desire for educational advantages.

13. The reorganisation of the staff of the Aitchison College which took place during the year is reported to have been attended with promising results. The curriculum has been remodelled, and physical training is a prominent feature of the education of the pupils.

14. The Lieutenant-Governor is glad to observe that the Director feels himself in a position to report on the improved tone and influence of the teachers, the quickening of the moral training of the pupils, and the progress towards honourable ideals. His Honour recognises the hard work done by the Text-Book Committee and congratulates the officers of the department on another year's progress.

ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information; and also that they be submitted to the Government of India, Home Department, with copies of the report.

By order of His Honour the Lieutenant-Governor,

A. H. DIACK,

Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—15-1-36—53—450—C. L.

CHAPTER I.—General Summary.

1. *Number of institutions and pupils.*—The following table gives the general statistics for the whole Province, including Native States, for the two years 1903-04 and 1904-05 :—

	Number of Institutions.				Number of Pupils.				Expenditure.			
	1904-05.	1903-04.	Increase.	Decrease.	1904-05.	1903-04.	Increase.	Decrease.	1904-05.	1903-04.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
FOR MALES.												
Arts Colleges. English ...	13	13	...	...	1,263	1,246	17	...	2,26,116	2,11,183	14 933	...
Arts Colleges. Oriental ...	2	2	..	...	115	114	1	...	24,328	22,357	1 971	...
Professional Colleges. Law College ...	1	1	...	...	170	133	37	...	12,348	16,423	..	4,075
Professional Colleges. Medical College	1	1	...	...	274	231	40	...	86 239	76 046	10.193	...
Professional Colleges. Teaching College	1	1	...	...	169	127	42	...	57.059	34,411	22 648	...
High Schools ...	104	99	5	...	28.596	26,522	2.074	...	7.68.662	7,05,081	63.581	...
Middle Schools ...	234	245	...	11	36,103	38,082	...	1,979	4.17.847	4.24,135	...	6,288
Total Secondary Schools ...	338	344	..	6	64,699	64,604	95	...	11.86.509	11.29.216	57.293	...
Primary Schools ...	2,514	2,462	52	...	112.497	109,487	3.010	...	5.13,037	5,02,942	10 095	...
Total Schools for General Education	2,852	2,806	46	...	177,196	174,091	3,105	...	16.99,546	16,32,158	67,388	...
Institutions for Special Instruction ...	22	21	1	..	2,499	2,226	273	...	1.99,346	1,59,765	39,581	...
Total Institutions for General Education and for Special Instruction ...	2,892	2,845	47	...	181.686	178,171	3.515	...	23.04,982	21,52,343	1,52,639	...
FOR FEMALES.												
Teaching College ...	1	...	1	...	16	...	16	...	11,240	...	11.240	...
High Schools ...	11	11	...	..	1.083	995	88	...	97.359	93,084	4.275	...
Middle Schools ...	25	24	1	...	2,006	1,910	96	...	61,595	68,120	..	6,525
Total Secondary Schools ...	36	35	1	...	3.089	2,905	184	...	1.58,954	1,61,204	...	2,250
Primary Schools ...	364	360	4	...	13.727	13,561	166	...	92 701	1,00,532	...	7,831
Total Schools for General Education	400	395	5	...	16 816	16,466	350	...	2 51.655	2,61,736	...	10,081
Schools for Special Instruction ...	9	6	3	...	521	278	243	...	23 361	21,932	1.429	...
Total Institutions for General Education and for Special Instruction...	410	401	9	...	17 353	16,744	609	...	2,86.256	2,83,668	2 588	...
Total Public Institutions for Males and Females ...	3.302	3,246	56	...	199,039	194,915	4.124	...	25.91,238	24,86,011	1,55.227	...
PRIVATE INSTITUTIONS.												
For Males	3.988	3 985	3	...	66.077	65,515	562	...	...	...	...	...
For Females ...	636	716	...	80	9.847	10,800	...	953	...	...	...	...
Total Males and Females ...	4,624	4,701	...	77	75.924	76,315	...	391	...	..	...	..
Grand Total of Institutions, Public and Private ...	7.926	7,947	...	21	274,963	271,230	3.733	...	...	...	...	...
Scholarships ...	...	...	...	...	...	...	...	...	1.72.507	1,54,307	18,200	...
Other Charges ...	...	...	...	...	...	...	...	...	15,73.870	15.26,380	47.490	...
Grand Total of Expenditure ...	...	...	...	...	...	...	...	...	43 37.615	41,16,698	2,20,917	...

The number of Public Institutions was 3,302 against 3,246 with 199,039 pupils as against 194,915 in the previous year. These include 246 institutions in Native States with 14,303 pupils, and 3,056 institutions with 184,736 pupils in

British territory. The number of institutions in Native States has fallen by 1 and the number of pupils by 449, while in British territory there has been an increase of 57 institutions and 4,573 pupils. The number of Private Institutions has fallen by 77 from 4,701 to 4,624 and the number of pupils by 391 from 76,315 to 75,924; of these, the schools in Native States have fallen by 104 from 861 to 757 and the number of pupils by 677 from 8,844 to 8,167. In British territory the schools have increased from 3,840 to 3,867 and the pupils from 67,471 to 67,757. The number of pupils under instruction in Schools and Colleges for girls in British territory has fallen by 55 from 25,677 to 25,622, and in Native States by 289 from 1,867 to 1,578. The number of institutions of all kinds is 7,926, or 21 less than in the previous year, but the number of pupils has risen by 3,733 from 271,230 to 274,963.

2. *Colleges.*—There are 18 Colleges for males, of which 4 are in Native States. Of the Arts Colleges (English) the 10 in British territory have 1,196 students, or 11 more than in the previous year, while the 3 in Native States have 67 students against 61 in the previous year. The Oriental College, Lahore, had 86 students against 79, and the Oriental Department of the Patiála College had 29 against 35 in the previous year. The Law College had an increase of 37 students from 133 to 170; the Medical College an increase of 40 from 234 to 274; and the Central Training College an increase of 42 from 127 to 169. St. Bede's Training College for Women had 16 students.

3. *Secondary Schools.*—The number of schools has fallen by 5 from 379 to 374, but the number of pupils has risen from 67,509 to 67,788. In British territory the schools have fallen from 326 to 321, but the number of pupils has risen from 59,654 to 60,293; the number of boys' schools has fallen from 291 to 286, while the number of pupils increased from 56,749 to 57,270; the number of girls' schools continues to be 35, while the number of pupils increased from 2,905 to 3,023. There are, as before, 53 schools in Native States, but the number of pupils has fallen from 7,855 to 7,495.

4. *Primary Schools.*—The number of schools has increased from 2,822 to 2,878 and the number of pupils from 123,048 to 126,224. In British territory the schools increased from 2,633 to 2,690 and the pupils from 116,261 to 119,516. The number of boys' schools increased by 49 and of pupils by 2,976, while the number of girls' schools increased by 8 and of pupils by 279. In Native States the number of schools decreased by 1 from 189 to 188 and of pupils by 79 from 6,787 to 6,708.

5. *Special Schools.*—The number of these schools has risen from 27 to 31 and pupils from 2,504 to 3,020. Of these, 30 schools and 3,016 pupils are in British territory and 1 school with 4 pupils in a Native State. The schools for boys in British territory have increased from 20 to 21 and the number of pupils from 2,212 to 2,495; the number of schools for girls has increased from 6 to 9 and the number of pupils from 278 to 521.

6. *Private Institutions.*—In British territory the number of schools for boys has increased by 64 from 3,264 to 3,328 and of pupils by 997 from 57,727 to 58,724; the number of schools for girls has fallen by 37 from 576 to 539 and of pupils by 711 from 9,744 to 9,033. In Native States the number of schools has fallen by 104 from 861 to 757 and of pupils by 677 from 8,844 to 8,167. The number of schools has, on the whole, decreased by 77 and of the pupils by 391.

7. *Classification according to creed and management.*—There has been an increase under all creeds: the Hindús have risen from 140,482 to 142,860; Muhammadans from 123,749 to 124,971; Europeans from 2,593 to 2,657; Native Christians from 3,246 to 3,291; and Pársís, &c., from 1,160 to 1,184.

Of 7,926 institutions of all kinds, 61 with 13,853 pupils are managed by Government, 2,015 with 113,242 pupils by Local Bodies, and 246 with 14,303 pupils by Native States; 776 with 44,127 pupils are Aided and 204 with 13,514 pupils are Unaided Institutions. There are also 4,624 Private Institutions with 75,924 pupils.

8 *Expenditure.*—The expenditure on institutions of all kinds rose from Rs. 41,16,698 to Rs. 43,37,615, or in British territory from Rs. 39,18,070 to Rs. 41,06,320, and in Native States from Rs. 1,98,628 to Rs. 2,31,295. In British territory expenditure was met by Rs. 1,26,573 against Rs. 1,35,035 from Imperial Revenues, Rs. 14,13,249 against Rs. 13,26,732 from Provincial

Revenues, Rs. 6,32,323 against Rs. 5,76,936 from District Funds, Rs. 3,43,909 against Rs. 3,40,443 from Municipal Funds, Rs. 9,62,633 against Rs. 9,78,090 from Fees, and Rs. 6,27,633 against Rs. 5,60,834 from Other Sources. In the case of Native States, State Revenues contributed Rs. 1,97,758, State District Funds Rs 11,198, State Municipal Funds Rs. 751, Fees Rs. 12,579, and Other Sources Rs. 9,009. The increase is spread over all heads except the Law College, Middle Schools for boys and for girls and Primary Schools for girls. In British territory Direct expenditure, *i. e.*, on tuition, was Rs. 24,36,095 against Rs. 22,85,364, and Indirect expenditure, *i. e.*, on Direction, Inspection, Buildings, Scholarships, &c., was Rs. 16,70,225 against Rs. 16,32,706, or in the former case 59·3 per cent. as against 58·3, and in the latter 40·7 as against 41·7 per cent. of the total expenditure. In Native States Direct expenditure amounted to Rs. 1,55,143 and Indirect to Rs. 76,152.

9. *Direct expenditure analysed.*—Collegiate education in British Punjab cost Rs. 3,97,949 against Rs. 3,38,932 in 1903-04. The average cost of educating an Arts student was Rs. 181 and of educating a student in a Professional College Rs. 286. In Secondary Schools the expenditure for boys has increased by Rs. 53,375, but for girls it has decreased by Rs. 2,988. The average cost per pupil was Rs. 21-3-7. On Primary Schools for boys there was an increase of Rs. 7,972 and for girls a decrease of Rs. 7,725. The average cost per pupil was Rs. 4-15-2. On Special Schools for boys there was an increase of Rs. 39,651 and for girls an increase of Rs. 1,429. In Native States the cost of Collegiate expenditure fell from Rs. 21,488 to Rs. 19,381, showing an average cost of about Rs. 230 per student; the cost of Secondary education rose from Rs. 91,030 to Rs. 95,686, showing an expenditure of Rs. 13-8-4 per pupil; the cost of Primary education rose from Rs. 37,769 to Rs. 39,786, showing an expenditure of Rs. 5-6-8 per pupil; and the cost of Special Instruction fell from Rs. 360 to Rs. 290, showing an expenditure of Rs. 72-8 per pupil.

10. *Indirect expenditure analysed.*—The expenditure in British territory under Scholarships rose from Rs. 1,46,002 to Rs. 1,63,877 and under "Other Charges," including Buildings, Furniture and Appliances, University, Direction, Inspection, &c., it rose from Rs. 14,86,704 to Rs. 15,06,348. The cost of Scholarships was 3·99 per cent. of the total expenditure on education; of Buildings 10·94 per cent.; of Furniture and Appliances 2·24 per cent.; of Direction 1·69 per cent.; of Inspection 4·94 per cent.; and of Miscellaneous 14·34 per cent. In Native States the expenditure on Scholarships rose from Rs. 8,305 to Rs. 8,630 and on "Other Charges" from Rs. 39,676 to Rs. 67,522.

11. *Imperial Revenues.*—The expenditure from this source fell from Rs. 1,35,035 to Rs. 1,26,573, of which Rs. 48,651 was direct and Rs. 77,922 was indirect. The fall under indirect expenditure is under the heads "Furniture and Appliances," "Boarding-Houses" and "Miscellaneous." The expenditure amounted to about 3·1 per cent. of the total cost of education.

12. *Provincial Revenues.*—The expenditure from this source rose from Rs. 13,26,732 to Rs. 14,13,249, or to 34·4 per cent. of the total expenditure on education. The increase under direct expenditure was Rs. 1,04,755 and the decrease under indirect expenditure was Rs. 18,238.

13. *Local Funds.*—District Funds contributed Rs. 6,32,323, or 15·4 per cent. of the total cost of education, showing an increase of Rs. 55,387. Rupees 4,45,790 was direct and Rs. 1,86,533 was indirect expenditure.

Municipal Funds contributed Rs. 3,43,909, or 8·4 per cent., showing an increase of Rs. 3,466. Direct expenditure showed an increase of Rs. 12,887, and indirect expenditure a decrease of Rs. 9,421.

14. *Other Sources.*—The expenditure under this head was Rs. 6,27,633, or 15·3 per cent., showing an increase of Rs. 66,799.

15. *Fees.*—The income from Fees was Rs. 9,62,633, of which Tuition Fees amounted to Rs. 7,40,101 and Other Fees to Rs. 2,22,532. There was an increase of Rs. 14,237 under Tuition Fees and a decrease of Rs. 29,694 under Other Fees, due to the abolition of the Anglo-Vernacular Middle School Examination. The expenditure was 23·4 of the total cost of education.

16. *Management by District Boards.*—At the close of the year there were 1,737 schools against 1,718 in 1903-04 under the management of District Boards. In the Delhi Circle the net expenditure was considerably short of the 25 per cent. of the income of District Boards. The Budget provision for Primary

education also fell short of the required minimum in all Districts except Gurgáon. The management of these schools is improving in many instances. In the Jullundur Circle the required minimum is not being spent. This is particularly the case with the Jullundur District Board. With respect to the transfer and appointment of teachers the management is satisfactory; a good deal has been done in providing Primary School buildings, but Secondary Schools and their boarding-houses are still overcrowded, and furniture and appliances are scanty. In the Amritsar Circle the Budget provision fell short of the required minimum in all the Districts, and Primary Schools fared worse than Secondary, especially in the Amritsar District; the Siálkot District makes a more liberal provision. In the Lahore Circle the Secondary Schools are managed by the Department, but the Boards have shown no alacrity in securing the services of fully qualified teachers. The Zamíndári and Primary Schools are chiefly managed by the Deputy Commissioners as Presidents of the Boards or by officers working on their behalf. The management of the District Board Schools has been generally satisfactory, and their wants have been in a large measure attended to. The expenditure fell short of the required minimum. In the Ráwalpindi Circle the provision for education in general, and for Primary Schools specially in the Shahpur and Gujránwála Districts, has been less than the minimum required; but it is satisfactory that the expenditure was considerably in excess of that of 1903-04. The management of the schools is considered satisfactory. The Gujránwála Board has supplied furniture to several schools, has built 3 new school-houses, opened 2 new girls' schools, and collected subscriptions to raise the Khángah Dográn Primary School to the status of a Vernacular Middle School. The Board of Shahpur has repaired its school-houses, erected 3 new school-houses and supplied furniture, and books on Method. In the Multán Circle the management of schools is satisfactory except in the Multán District, where it can at best be described as fair. Several Primary Schools have been built in the Jhang and Miánwáli Districts, and others have been extended and improved elsewhere. Budget provision for education was not fully utilized in any District of this Circle. Provision for Primary education was less than the required minimum except in the Dera Gházi Khan and Miánwáli Districts.

For the year under report the minimum provision that might have been required by Government was Rs. 8,81,831; the actual Budget provision made amounted to Rs. 7,26,788; and the gross expenditure other than that on school buildings fell short of this by Rs. 47,248, so that the amount spent was Rs. 2,02,291 less than the minimum that might have been demanded. Last year the difference was Rs. 33,143. The net expenditure was Rs. 5,49,230 out of Rs. 7,57,191, which represents 25 per cent. of the income of District Boards, exclusive of fees and grants from Public Funds, against Rs. 5,56,325 out of Rs. 7,51,438 in 1903-04. The minimum provision that might have been required by Government for Primary education was Rs. 5,11,512; the actual provision made was Rs. 3,92,977, or Rs. 1,18,535 less. It may be noticed that the Montgomery, Simla, Gujrát, Jhelum, Miánwáli and Dera Gházi Khan Districts spent more than the minimum demandable, while the provision made by the other Districts in the Province for schools fell short of the limits prescribed by Government.

17. *Management by Municipalities.*—At the close of the year there were 278 schools against 311 in 1903-04 under the management of Municipal Committees. The decrease is due to the schools at head-quarters of the Districts having been taken over by the Government. In the Delhi Circle the management of schools has greatly improved and the suggestions of Inspecting Officers more promptly adopted. Thirteen Primary School buildings were constructed during the year and the equipment of all schools considerably improved. The libraries in Secondary Schools are, however, poor. In the Jullundur Circle routine management is satisfactory. Junior English Masters are underpaid, and too many unqualified men are employed. The libraries are neglected; minor Municipalities fail to realise their responsibilities in providing adequate accommodation for the schools under their charge. In the Amritsar Circle the management is well reported on, but the expenditure is usually insufficient for necessary improvements. The Amritsar Municipal Committee in particular, with its ample funds, should spend more. The Gurdáspur Municipalities are also backward, and in one case a Municipal Committee appointed unqualified teachers on its own responsibility. In the Lahore Circle there is room for improvement in the management of M. B.

Schools. The Lahore Municipal Committee takes little interest in the schools maintained by it. The Kasúr, Chúnián and Patti Committees have much to do yet in the way of improving their schools, and the Pákpattan M. B. School in the Montgomery District is also badly managed. In the Ráwalpindi Circle the management is regarded as satisfactory on the whole. In the Shahpur District the supply of furniture and books has been adequate, a class-room was added at Miáni, and new buildings or extensions are under consideration at Sáhíwál and Khusháb. In several places boarding-houses are required. In the Multán Circle the management by the Multán, Jhang and Dera Gházi Khan Committees is generally fair, but by the Miánwáli and Muzaffargarh Committees it is not quite satisfactory. In several schools the staff and accommodation are insufficient. Educational Budgets have generally been received by the Inspector very late in the year. The Rájanpur Municipal Committee has not yet completed its school equipment, though it made a net profit of Rs. 45 from the school. The Muzaffargarh Committee has not yet appointed an Assistant Mistress in its Nágri Girls' School, though it has 62 pupils on the roll. The minimum provision that might have been required by Government during the year was Rs. 7,99,984; the total Budget provision made was Rs. 6,30,157; and the gross actual expenditure fell short of this by Rs. 39,250, so that the amount spent was Rs. 2,09,077 less than the minimum demandable. The net expenditure was Rs. 2,32,811 out of the net income of Rs. 4,30,389, leaving a deficit of Rs. 1,97,578 against Rs. 2,04,545 in the previous year.

18. *Private enterprise in education.*—In the Jullundur Circle a Mahájan of Zíra, in the Ferozepore District, has contributed a large sum of money and land to raise the status of the local Vernacular Middle School to the status of an Anglo-Vernacular Middle School. The people of Moga are collecting subscriptions to raise their school to the status of a High School, and the people of Muktsar are starting an Anglo-Vernacular Middle School. In the Amritsar Circle gifts and subscriptions were of fairly common occurrence. The various Mission Societies and Religious Bodies continued to display initiative; a conspicuous instance of this was a meeting of the leaders of the Sikh community for the purpose of raising funds for the improvement of the Khálsa College, which has resulted in a large influx of pupils and the foundation of new buildings. In the Lahore Circle the Arya Samáj opened a Girls' School at Simla, and the Anjuman Himáyat-i-Islám opened 2 more in Lahore. Private enterprise has helped in providing accommodation and appliances, and several village schools have been located in houses lent by village headmen. In the Ráwalpindi Circle the recognized schools have improved under all heads, and some have had their status raised, while those waiting for recognition have also shown considerable improvement. In the Multán Circle the Miánwáli School was raised to the status of a High School; 13 new Primary Schools were opened for boys, and one Industrial School for girls besides 10 private girls' schools. In the Jhang District a Zaildár provided a house for an Aided Indigenous School and a Lambardár, partly from his own pocket and partly from subscriptions, built a school-house for girls. In the Miánwáli District gentlemen provided land and buildings; in the Dera Gházi Khan District houses were given rent-free; and in the Muzaffargarh District two Lambardárs gave sites for two Aided Indigenous Schools. The Delhi Circle makes no report on private enterprise in education.

19. *General progress.*—Amongst the features of the year under report may be mentioned the re-construction of the Senate of the Punjab University and preparation of the Regulations by its various faculties; the unique results of the 1st B. T. Examination of students from the Central Training College; and the marked increase in the number of fully qualified teachers employed in Primary Schools; the bringing of 27 Board Secondary Schools under the direct control of the Department to provide in each District a model for the schools of local bodies and private enterprise; the opening of a Normal School for Women in Lahore; the opening of new Primary Schools in towns and villages; the greater facilities for the inspection of schools, more particularly in the case of Girls' Schools; and the increase in Indirect expenditure pointing to better housed and better equipped schools and to more efficient inspection. There has been a slight fall in the number of Secondary Schools for boys, but the attendance has increased. There has been a decided rise both in the number of Primary Schools for boys and in the attendance. The number of institutions for special instruction

for boys has also increased, as has also the attendance. In all departments of instruction for girls there has been a very decided increase both in institutions and attendance. There has been a slight increase in the number of Private Institutions for boys, with a large increase in the attendance. On the other hand, both the number of Private Institutions for girls and the attendance have largely decreased; this is a circumstance not to be regretted, as it indicates that rote schools where religious instruction alone is given are losing favour with the people who are beginning to appreciate the benefits of a general education for their girls. The curriculum for Rural Schools is being made approximate to that of Town Primary Schools, so that pupils may have a better prospect of passing to a higher stage if they so desire. In this connection it may be noted that the best students in the High Stage of Instruction are those whose previous education has been received through the medium of the Vernacular. There is an ever increasing desire for a higher English education which is also shared by the girls. Practical instruction by means of Drawing and Object Lessons and Physical Training continue to receive close attention, while Agriculture and Technical instruction continue to draw a large number of students. The examination results have been satisfactory. The Grant-in-Aid based on results has been abolished in favour of a Block Grant based on the average attendance for five years, and awarded only on condition that the Inspector is thoroughly satisfied with accommodation, equipment and staff.

Chapter II.—Controlling Agencies.

20. *Director.*—During the year under report I was on privilege leave from the 22nd June to the 21st September; Mr. W. C. Renouf, C. S., officiated in my absence. In April and May I was on tour as a member of the Committee on European Hill Schools; this Committee again met in Simla in September. In addition to my visits to the Normal Schools, the Reformatory, and the Asylum at Sanáwar, I inspected schools in ten Districts of the Province.

21. *Inspectors.*—Two important changes have been made during the year, *viz.*, the creation of a Sixth Circle of Inspection for boys' schools, and the appointment of a second Inspectress. Two Assistant Inspectresses have also been appointed. Mr. Crosse had 9 months' combined leave, being relieved by Mr. Knowlton, who received 6 months' leave from 2nd December, 1904, and was in turn relieved by Mr. Godley. During the absence of Mr. Godley on sick leave Lála Ruchi Rám, M.A., took charge of the Amritsar Circle.

22. *Assistant Inspectors.*—In the Delhi Circle Lála Kundan Lál had one month's leave and M. Nazar Muhammad had leave for 1 month and 25 days. In the Jullundur Circle Lála Hari Charan Dás Datta had leave for 21 days. In the Ráwalpindi Circle Khawája Sajjád Husain had leave for 7 months and 21 days, his duties being taken in turn by Bhái Hari Singh, Head Master of the local Normal School, M. 'Umr-ud-dín and Pandit Telu Rám. In the Multán Circle leave for 5 months and 30 days was granted to Lála Jugal Kishor, who was relieved by Lála Sant Rám, Head Master, Normal School, Jullundur.

23. *Work of Inspectors.*—The Amritsar Circle was opened on the 2nd March, 1905. Up to the close of the year Mr. Godley visited 14 Secondary Schools in the Amritsar District, and the Officiating Inspector visited 15 schools of all kinds in the Gurdáspur and Siálkot Districts. The Assistant Inspector visited 2 Secondary and 63 other schools. The services of 4 District Inspectors were required for the annual inspection in Amritsar, Gurdáspur and Siálkot. The District Inspectors of the Circle were on tour for periods varying from 215 to 248 days, and are reported as showing commendable energy, Lála Girdhári Lál being specially mentioned. The Assistant District Inspectors have also worked satisfactorily.

Delhi Circle.—The Inspector was on tour for 204 days and inspected 117 schools, the Senior Assistant spent 269 days, visiting 305 schools, and the Junior Assistant spent 204 days, visiting 307 schools. The Sirmúr State High School at Náhan was also visited. In the Districts of Rohtak, Ambála and Gurgáon, 11 schools for boys and 2 for girls were not visited because of plague. Several changes took place amongst the District Inspectors, but the work has been satisfactory, with the exception of that of Lála Makhan Lál of Rohtak. Chaudhri

Giyán Singh of Gurgáon, Pandit Telu Rám of Ambála, and Lála Síta Rám, Assistant District Inspector of Delhi, are specially commended.

Jullundur Circle.—The Inspector was on tour for 246 days and inspected 100 schools; the Senior Assistant spent 260 days in visiting 312 schools; and the Junior Assistant 259 days in visiting 316 schools. The District Inspectors and their Assistants did good work, Lála Lachhman Dás of Jullundur and Lála Gopál Dás of Hoshiárpur being specially mentioned.

Lahore Circle.—Mr. Crosse was on tour for 60 days and inspected 24 schools, of which 18 were for Europeans. Mr. Knowlton inspected 38 European Schools and 27 others in a tour of 147 days, and Mr. Godley inspected 15 schools in a tour of 36 days. Khalífa Imád-ud-dín spent 238 days inspecting 244 schools of all kinds. The services of Shaikh Dánishmand Suqrát and of Lála Girdhári Lál were utilised for 34 days in the annual inspection of the Lahore and Amritsar Districts when they examined 65 schools in all. The work of the District Inspectors and their Assistants was, on the whole, satisfactory. A few schools in the Lahore and Montgomery Districts were not inspected on account of plague.

Ráwalpindi Circle.—The Inspector visited 17 schools in 24 days. The Officiating Inspector was in camp for 157 days and inspected 101 schools. Of the Assistant Inspectors, M. 'Umr-ud-dín spent 26 days on tour and inspected 45 schools; Lála Súraj Naráin, 270 days and 312 schools; Khawája Sajjád Husain 61 days and 22 schools; Bhái Hari Singh 29 days and 27 schools; and Pandit Telu Rám 115 days and 139 schools. The work of all District Inspectors and their Assistants is reported on as satisfactory, that of Lála Sukh Diyál, late of Shahpur, being specially so. The Girdáwar of the Bedi Khem Singh Girls' Schools is adversely reported upon.

Multán Circle.—The Inspector spent 173 days on tour and inspected 121 institutions, including the college and schools at Baháwalpur, together with the 5 Anglo-Vernacular Middle Schools of the State. The Assistant Inspector was on tour for 109 days and inspected 92 schools, and the Officiating Assistant Inspector was on tour for 122 days and visited 178 schools. In every District a District Inspector, and in the case of Dera Gházi Khan the Assistant District Inspector of Miánwáli, assisted in inspection work. A second Assistant Inspector is required for this Circle. In the Multán District Lála Piyáre Lál failed to give satisfaction. In Muzaffargarh there were several changes in the office of the District Inspector with the result that the work was neither sufficient nor quite up to the mark. With these exceptions the work of the District Inspectors and their Assistants was generally approved.

Female Inspection.—Miss Francis was on tour for 109 days and inspected 146 schools. Several schools being somewhat inaccessible were not inspected. Others situated in places visited by her have been inspected by Assistant Inspectors. This, however, will not continue, as the Junior Inspectress and 2 Assistants will be available for inspection work during the current year. Plague has to a large extent interfered with inspection work.

24. *Other Controlling Agencies.*—The Deputy Commissioners throughout the Province take a hearty interest in all educational matters, and the thanks of the Department are due to them. Those specially mentioned are Mr. Sams, Amritsar; Mr. J. P. Thompson, Karnál; Mr. Fagan, Hoshiárpur; Mr. C. J. Hallifax, Lahore; Captain C. H. Buck, Montgomery; Mr. Agnew, Jhelum; and Captain O'Brien, Miánwáli. Inspectors complain that the Tahsíldárs neglect their duties in educational matters in the following places: Amritsar, Tarn Táran and Gurdáspur Tahsíls, the Siálkot District generally, and the Rohtak, Delhi and Ludhiána Districts. General improvement, however, is apparent in all the Circles. The following officers are mentioned for their zeal:—

The Tahsíldárs in Kángra; Pandit Amar Náth, Firozpur Jhirka; Díwán Dúlo Rám, Ballabgarh; Munshi Sáhib Dád Khán and Munshi 'Abdus Sattár of Delhi; Lála Shám Lál, Rewári; Lála Maháráj Parshád, Hánsi; Pandit Dín Diyál, Delhi; M. Táj-ud-dín, Fatehjang; Misr Híra Nand, Chakwál; and Bhái Wadháwa Singh, Khángah Dográn. The Tahsíldárs of the Chiniot, Shorkot, Samundri and Rájanpur Tahsíls are also highly spoken of.

25. *Cost of Direction and Inspection.*—The total expenditure amounted to Rs. 2,90,883 against Rs. 2,44,831 in the previous year. Of this sum Rs. 18,433 was spent in Native States. Provincial Revenues contributed Rs. 2,50,261;

District Funds, Rs. 19,372; and Municipal Funds, Rs. 2,817. The increase in British territory in the cost of Direction is due to the acting allowance paid for three months to the Officiating Director of Public Instruction, to the appointment of a Registrar, and to increments to the salaries of the office establishment. There is also an increase in the cost of Inspection, due to the opening of a Sixth Circle, and to the appointment of a Junior Inspectress, five Assistant District Inspectors, and two Assistant Inspectresses.

Chapter III.—Collegiate Education.

26. *University Convocation.*—The twenty-fourth Convocation of the Punjab University was held in the Montgomery Hall on the 23rd December, 1904, when 178 graduates were admitted to the various degrees as compared with 162 in the previous year—2 to the degree of B. O. L., 18 to M. A., 131 to B. A., 3 to B. Sc., 22 to L. L. B., and 2 to the degree of Bachelor in Medicine.

27. *Measures of the year.*—Government sanctioned a Regulation permitting a B. Sc. to proceed to the degree of M. A. in Mathematics or Science. Sanction to all other changes in the Regulations was withheld in view of the revision of the Regulations to be made by the new Senate appointed under the Indian Universities Act of 1904.

28. *University Finances.*—The total expenditure was Rs. 1,55,400, of which Rs. 64,247 was met from Provincial Revenues, Rs. 300 from District Funds, Rs. 100 from Municipal Funds, Rs. 2,113 from Subscriptions, and Rs. 88,640 from Endowments and Other Sources. Rupees 44,857 were spent on Direct and Indirect expenditure on institutions maintained by the University, Rs. 6,096 on Scholarships, and Rs. 1,04,447 on expenditure in connection with examinations and general objects of the University. The total amount of Government Securities held on the 21st March, 1904, was Rs. 6,04,100, of which Rs. 3,03,000 belong to the Special Trusts, Rs. 1,00,000 to the Current Account, and Rs. 11,500 to the Pension Contribution Fund. The balance, Rs. 1,89,600, forms the General Endowment Fund. On the same date the balance on the year's working was Rs. 1,70,068 against Rs. 1,75,809 at the close of the preceding year. During the year the Government of India gave a grant of Rs. 34,000 from the 5 lakhs grant for University and Collegiate education. A Government grant of Rs. 13,630 was also given towards the construction of the Oriental College Boarding-house.

29. *Arts Colleges.*—At the close of the year there were 15 Arts Colleges—13 English and 2 Oriental. Of these, 11 are in British territory, 1 being under Government and 10 under private management; 9 are first grade and 2 second grade. Of the 4 colleges in Native States, 2 are first grade and 2 second grade.

30. *Professional Colleges.*—The working of the four Professional Colleges for Law, Medicine and Teaching is noticed in Chapters VI and VII.

31. *Number in Arts and Professional Colleges.*—The total attendance in Arts (English) Colleges in British territory rose from 1,185 to 1,196. In the First Year Classes there were 372 against 382; in the Second Year 440 against 418; in the Third Year 150 against 153; in the Fourth Year 195 against 192; and in the M. A. Classes 39 against 40. The number of students in the Arts Colleges of Native States remains 96. In the Professional Colleges the number rose from 494 to 629.

32. *Arts Examinations.*—In the Intermediate (Arts) 254 passed out of 558, or 45·5 per cent., against 232 out of 505, or 45·9 per cent. last year. On the Science side 12 passed out of 24 against 14 out of 26, and on the Oriental side 4 passed out of 5 against 1 out of 3. In the B. A. Examination 293 candidates appeared and 157 passed, or 53·6 per cent., against 273 and 128, or 46·8 per cent. last year. In the B.O.L. Examination 2 passed out of 4 against 2 out of 3. In the B. Sc. Examination 4 passed out of 5 against 3 out of 5. In the M. A. Examination 21 passed out of 40 against 18 out of 36. In the M. O. L. Examination one candidate went up and passed. In Arts the total number of candidates was 930, and of passes 455 against 825 and 384, respectively. Of College candidates 380 passed out of 704 against 344 out of 664. Of private candidates 75 passed out of 226, or 33·2 per cent., against 54 out of 187, or 28·8 per cent.

33. *Oriental Language Examinations.*—In these examinations 295 passed out of 568 against 228 out of 444.

34. *Engineering Examination.*—In the First Examination in Civil Engineering 26 passed out of 49 against 42 out of 46.

35. *Expenditure.*—The total expenditure on Arts Colleges (English) in British territory has risen from Rs. 1,92,255 to Rs. 2,10,455, towards which Provincial Revenues contributed Rs. 73,279, District Funds Rs. 325, Municipal Funds Rs. 3,875, Fees Rs. 67,480, Subscriptions Rs. 18,992, and Endowments and Other Sources Rs. 46,504. The expenditure in Native States has fallen from Rs. 21,202 to Rs. 19,381.

36. *Scholarships.*—The number of scholarships has risen from 166 to 191, and the expenditure from Rs. 21,926 to Rs. 23,515, to which Public Funds contributed Rs. 11,192, University Funds Rs. 6,113, and Other Sources Rs. 6,210.

37. *Government College, Lahore.*—The number of students fell from 181 to 175, and the expenditure rose from Rs. 69,577 to Rs. 74,273, while the income from fees fell from Rs. 15,774 to Rs. 15,394. There were 27 scholarships as against 24, with an expenditure of Rs. 4,454 against Rs. 4,734: Rs. 2,313 was met from Provincial Revenues, Rs. 108 from Municipal Funds, and Rs. 2,033 from University Funds. In the Intermediate Examination 25 passed out of 41 against 30 out of 48. In the B. A. Examination 26 passed out of 40 against 18 out of 33. In the M. A. Examinations 8 passed out of 17 against 11 out of 20. Inter-college lectures with the Forman Christian College have been continued in the M. A. Classes of English and Mathematics.

38. *St. Stephen's College, Delhi.*—The number of students rose from 79 to 85, and the expenditure from Rs. 19,668 to Rs. 20,269, to which Provincial Revenues contributed Rs. 5,400, Municipal Funds Rs. 1,200, Fees Rs. 6,676 against Rs. 6,135, and Endowments Rs. 6,993. There were 17 scholarships current against 19, the expenditure being Rs. 2,668 against Rs. 1,938. Of this sum Rs. 1,124 is provided from Public Funds. Students were presented for all examinations to the number of 52, of whom 24 were successful, as against 34 and 16, respectively, last year.

39. *Forman Christian College, Lahore.*—The number of students rose from 355 to 365; and the expenditure from Rs. 35,307 to Rs. 35,564, to which Provincial Revenues contributed Rs. 5,400 and Fees Rs. 24,056. There were 44 scholarships current against 43, with an expenditure of Rs. 7,175 against Rs. 6,799, to which Provincial Revenues contributed Rs. 3,736, District Funds Rs. 216, Municipal Funds Rs. 455, and University Funds Rs. 2,596. On the Arts side in the Intermediate Examination 68 passed out of 111 against 48 out of 89. In the B. A. 37 passed out of 68 against 39 out of 64. In the M. A. 9 passed out of 13 against 4 out of 7. On the Science side in the Intermediate 9 passsed out of 18 against 12 out of 21, and in the B. Sc. 3 passed out of 3 against 3 out of 4. There were 202 students in residence.

40. *Dayanand Anglo-Vedic College, Lahore.*—The number on the rolls rose from 260 to 271, while the expenditure fell from Rs. 17,068 to Rs. 16,850, and the fees from Rs. 9,576 to Rs. 9,249. The number of scholarships current also fell from 29 to 24, and the expenditure from Rs. 4,007 to Rs. 3,016. To this Provincial Revenues contributed Rs. 1,265, Municipal Funds Rs. 108, University Funds Rs. 564, and other Funds Rs. 1,079. In the Intermediate Arts Examination 46 passed out of 90 against 55 out of 105, and in the B. A. 28 passed out of 42 against 22 out of 45. All students take part in athletics, a feature being the introduction of Sandow's dumb-bell exercises. Books worth Rs. 333 have been added to the library. There are 194 students in residence against 180.

41. *Islámia College, Lahore.*—The number of students rose from 72 to 80, and the expenditure from Rs. 6,729 to Rs. 8,949, which was met from fees and subscriptions. The number of scholarships current fell from 31 to 13, and the expenditure rose from Rs. 2,538 to Rs. 3,774. The decrease in the number of scholarships is accounted for by deducting the private stipends paid from private sources. In the Intermediate Arts Examination 22 passed out of 42 against 13 out of 29, and in the B. A. 1 passed out of 2 against 3 out of 5. The library has been enlarged and a number of books and magazines added, and a College Magazine started; physical exercise is compulsory. There are 40 students in residence. A piece of land has been purchased, and the building of a new college and boarding-house is in contemplation.

42. *Khálsa College, Amritsar.*—The number on the rolls fell from 64 to 59, of whom 47 are Sikhs; the expenditure rose from Rs. 10,862 to Rs. 18,778, of

which Rs. 2,400 was contributed from Municipal Funds and the rest from fees and college revenues. There were 9 scholarships against 8, with an expenditure of Rs. 835 against Rs. 909. In the Intermediate Examination 9 passed out of 20 against 13 out of 29. In the B. A., 7 passed out of 10 against 3 out of 9.

43. *Hindu College, Delhi.*—There seems to be a steady decline in the number of students, there being 53 on the rolls against 71 last year and 92 the year before. The expenditure rose from Rs. 7,174 to Rs. 7,532, the whole being met from fees and subscriptions. There were no public scholarships current. In the Intermediate Examination 9 passed out of 23 against 10 out of 36, and in the B. A. 4 passed out of 6 against 7 out of 9.

44. *Gordon Mission College, Rawalpindi.*—The number of students rose from 45 to 49, and the expenditure from Rs. 16,566 to Rs. 18,090, to which Provincial Revenues contributed Rs. 3,600, Fees Rs. 3,301, and Endowments Rs. 11,189. There were 7 scholarships against 3, of which 6 were private and 1 a Victoria Scholarship. In the Intermediate Examination 9 passed out of 23 against 8 out of 15, and in the B. A. 3 passed out of 5 against 1 out of 4.

45. *Scotch Mission College, Sialkot.*—The number of students rose from 22 to 25, and fees from Rs. 1,129 to Rs. 1,386. The expenditure increased from Rs. 4,952 to Rs. 5,849. Nine scholarships were current against 6. In the Intermediate Examination 5 passed out of 13 against 5 out of 9. The cricket team did well in the Sports Tournament.

46. *Church Mission College, Amritsar.*—The number of students fell from 36 to 34. The income from fees and the expenditure both show a small increase. There were 3 scholarships current against 4. Eight students out of 19 passed the Intermediate Examination against 8 out of 16. New science class-rooms have been added by the liberality of former students. The literary and debating societies were well supported, and the students did well in the Sports Tournament.

47. *Oriental College, Lahore.*—The number of students rose from 120 to 136—86 against 79 in the College Department and 50 against 41 in the School. Instruction was also given in Oriental Languages to 109, against 117, students of the Government College. The expenditure rose from Rs. 30,392 to Rs. 30,875, of which Rs. 5,880, as formerly, was provided from special grants to meet expenses connected with the instruction given to Government College classes in Oriental Languages. The income from Fees rose from Rs. 458 to Rs. 550. There were 29 scholarships and 26 stipends current in the College Department and 8 scholarships and 12 stipends in the School. In the Intermediate Examination 4 passed out of 5; in the B. O. L. 2 candidates appeared and both passed; and in the M. O. L. 1 candidate appeared and passed. In the Oriental Examinations 16 out of 28 passed in Sanskrit, 11 out of 13 in Arabic, and 9 out of 14 in Persian. One candidate appeared in the Proficiency Examination in Gurmukhi and failed. Eight students appeared in the English Examination for Oriental Titles and 6 passed.

Chapter IV.—Secondary Education (Boys).

48. *Number and Distribution of Schools and Pupils.*—The total number of Anglo-Vernacular and Vernacular Secondary Schools has fallen from 291 to 286. The Anglo-Vernacular Schools have fallen from 179 to 177 and Vernacular Schools from 112 to 109. There has been an increase of 3 Anglo-Vernacular High Schools; the number of Vernacular High Schools remains the same. The number of Anglo-Vernacular Middle Schools has fallen by 5 and of Vernacular Middle Schools by 3. Altogether there are 85 Government and Board Secondary Anglo-Vernacular Schools against 83 last year, 63 Aided against 61, and 29 Unaided against 35; there were also 107 Vernacular Board Schools against 110, and 1 Aided and 1 Unaided Vernacular School as in the previous year. The number of pupils in the Secondary Stage of instruction fell from 20,729 to 20,570, showing an increase of 86 in the Anglo-Vernacular and a decrease of 245 in the Vernacular Schools. The number of pupils reading in the Secondary Stage of Government and Board Schools has risen by 157; in Aided Schools by 28; and in Unaided Schools has fallen by 344. The number learning English has risen from 15,595 to 15,651, and the number of agriculturists has risen from 4,458 to 4,510.

49. *Expenditure.*—The total expenditure on the Secondary Departments of Secondary Schools rose from Rs. 6,98,115 to Rs. 7,20,192, of which Rs. 6,46,129

against Rs. 6,23,214 was for Anglo-Vernacular Schools, and Rs. 74,063 against Rs. 74,901 was for Vernacular Schools. Of this, Provincial Revenues contributed Rs. 79,024 against Rs. 65,671, District Funds Rs. 56,827 against Rs. 55,433, and Municipal Funds Rs. 1,33,395 against Rs. 1,24,949. The income from Fees fell from Rs. 3,68,188 to Rs. 3,65,295, and from Other Sources it rose from Rs. 83,874 to Rs. 85,651.

50. *Fees.*—The total income from Fees in Secondary Schools rose from Rs. 5,16,597 to Rs. 5,19,466; but in the Secondary Stage it fell, as indicated above, by Rs. 2,893. In the Anglo-Vernacular Schools there are 3 grades of fees, and 518 boys paid the 1st grade and 953 the 2nd grade of fees, or altogether 1,471 against 1,200 paid the higher rates.

51. *Scholarships.*—The number of scholarships in the Secondary Departments fell by 2 from 1,902 to 1,900. There were 869 against 884 Open Scholarships, 203 against 202 Victoria Scholarships, 95 against 106 Zamíndári Scholarships, and 733 against 710 Close Scholarships. In the High Department there were 495 scholarships current against 473, and in the Middle Department 1,405 against 1,429 in the previous year. The expenditure fell from Rs. 59,373 to Rs. 58,169. Provincial Revenues contributed Rs. 5,893 against Rs. 4,735, District Funds Rs. 40,182 against Rs. 43,077, Municipal Funds Rs. 9,755 against Rs. 8,839, and Other Sources Rs. 2,339 against Rs. 2,722. Including the Primary Stages there were current in Secondary Schools 2,030 scholarships against 2,057, with an expenditure of Rs. 62,416 against Rs. 63,320.

52. *Examination Results.*—Excluding private candidates, the total number of candidates for the Entrance Examination was 2,161, of whom 1,144, or 52·9 per cent., passed, against 989, or 50·9 per cent., out of 1,942. On the Arts side 1,077 passed out of 2,026, in Science 17 passed out of 23, and on the Oriental side 5 passed out of 5. In the High Standard Examination for European Schools 14 passed out of 33, and in the Calcutta Entrance 4 passed out of 12. In the Clerical and Commercial Examination 27 passed out of 62. In the Middle Standard Examination for Natives, 1,114 passed out of 1,516, and for Europeans 46 passed out of 70. As the previous year's figures contained the results of the Anglo-Vernacular Middle School Examination which is now abolished, the figures for the year under report are not compared with those of the previous year. The number of candidates in the Entrance and equivalent examinations was 2,635, of whom 1,253, or 47·5 per cent., passed, and for the Middle Standard Examination 1,674, of whom 1,203, or 71·9 per cent., passed. No candidate appeared in English only.

53. *General progress.*—The Inspector, Delhi Circle, reports that the character and mode of teaching in Secondary Schools show considerable improvement, and that most of the teachers received satisfactory endorsements on their certificates. The proportion of qualified teachers is 83·4 per cent. in Board Schools, 55 per cent. in Aided Schools, and 33·3 per cent. in Unaided Schools, as against 84, 53·7 and 42·1, respectively, in the previous year. In the Jullundur Circle the efficiency of the work done is improving owing to the increase of trained teachers. The proportion of certificated teachers is 82·9 in Government and Board Schools, 10·7 in Aided and 6·4 in Unaided Schools. Instruction in English, Mathematics and Science is improving. The Shorthand Class in the Hoshiárpur Government School and the Typewriting Class in the Christian Boys' Boarding High School, Ludhiána, continue to be popular. A new boarding-house has been constructed and occupied in connection with the Samrála District Board School, but otherwise the buildings and boarding-houses of the Government and Board Schools continue to be inadequate. The Jullundur Government High School is still without a building of its own. In the Amritsar Circle the Vernacular Middle Schools continue to be well attended notwithstanding the ravages of plague, and they deserve a much greater measure of support from the District Boards than they at present receive. Notwithstanding an evident desire for English, the language is still indifferently taught, and conversational English receives too little attention. History and Geography are too frequently taught without preparation on the part of the teacher. In the Lahore Circle it is worthy of notice that all the schools founded by private enterprise are Anglo-Vernacular. The Science Course is taught in the Central Model, the Mission High and the Boys' High School, Lahore, and the Clerical and Commercial Classes in the Central Model School are progressing favourably. The general character of instruction is improving along with the

improvement in the calibre of the teachers and the supply of necessary furniture and appliances. The suggestions of Inspecting Officers are receiving more attention. The recognition rules have proved a boon to private enterprise instead of striking a blow at it as was presumed. They have cleared the way for progress and prosperity. The Central Model School is, as it is intended it should be, the best in point of accommodation and furniture, but the other High Schools in Lahore are also fairly well equipped. Steps have been taken by Local Bodies to supply what is needed in the way of new and improved furniture, appliances and books for libraries. The Inspector, Ráwalpindi Circle, reports that progress is visible in every direction, that instruction and method are making satisfactory progress through the influence of trained teachers, peripatetic instructors and more enlightened inspection. Oriental Languages, however, are still badly taught, and there is room for improvement in the teaching of Mensuration, Geography and History. Of the teachers in Government and Board Schools 66 per cent. are trained; in Aided Schools the percentage of such teachers is 41; in Unaided Schools it is 28. The supply of trained and certificated teachers is inadequate. Aided Schools offer the highest salaries, but teachers prefer service in Government and Board Schools. Government and Board School buildings need extensive improvement, the Aided Schools having, on the whole, the better buildings. The buildings of the Khálsa School, Gujránwála, Sardár Hákim Singh School, Dinga, the Mission School, Dalwál, and the Board buildings at Háfizábád and Kháríán have been completed. The Anglo-Vernacular Schools at Sukho and Eminábád are under construction. In the Multán Circle the management and discipline in the schools taken over by Government are showing improvement. The Miánwáli School has been raised to the status of a High School, and the buildings at Lyallpur are being extended and erected. The school accommodation at Jalálpur, Kahror, Bhakkar, Leiah and 'Isa Khel, and the boarding accommodation in the Miánwáli District, and at 'Alípur and Chiníot, continue to be inadequate. There is a great demand for Junior Anglo-Vernacular certificated men. Throughout the whole Province the general complaint is that the accommodation in schools and boarding-houses is inadequate; but at the same time reports come from almost every District that this accommodation is being provided, or that Managers are considering the possibility of providing it. So far as Government Schools are concerned, the question of accommodation is also receiving attention.

Chapter V.—Primary Schools (Boys).

54. *Number of Schools and Pupils.*—The number has risen from 2,298 to 2,347, of which 1,661 are Government and Board Schools, 550 are Aided and 136 Unaided. Government and Board Schools have increased by 21 and Unaided Schools by 33, while Aided Schools have dropped by 5. The number of pupils rose from 103,511 to 106,487, of whom 17,155 are in the Upper Primary Stage and 89,332 in the Lower Primary Stage. The returns for agriculturists show an increase of 1,123 from 49,827 to 50,950. Certain classes of schools, though included in these figures, are reported on separately because of their special character.

55. *Expenditure.*—This rose from Rs. 4,69,110 to Rs. 4,77,082, or, including Primary Departments in Secondary Schools, from Rs. 8,09,181 to Rs. 8,48,451, showing an increase of Rs. 39,270. Public Funds contributed Rs. 5,19,185, an increase of Rs. 20,209; Fees contributed Rs. 2,26,630, an increase of Rs. 8,500; and Other Sources contributed Rs. 1,02,636, an increase of Rs. 10,561.

56. *Fees.*—In Primary Schools proper the fees rose by Rs. 2,738 from Rs. 69,721 to Rs. 72,459; Aided Schools show an increase of Rs. 1,535; and Unaided Schools an increase of Rs. 450.

57. *Scholarships.*—Expenditure rose from Rs. 1,321 to Rs. 1,620, of which District Funds provided Rs. 1,608 and Other Sources Rs. 12. This is divided between the Delhi and Amritsar Circles. In the Delhi Circle Rs. 1,457 was paid on account of the Mína boys of the Shahjahánpur Primary School.

58. *Upper Primary Examination.*—Excluding the figures in last report on account of the examination for Europeans which has been abolished, the total number of candidates fell from 11,710 to 11,290, and the number of passes from 8,126 to 7,933. Of the 1,539 who appeared in English only, 1,352 passed against 1,295 out of 1,509 in the previous year.

59. *Zamíndári Schools.*—These schools have been increased by 5 from 192 to 197, and the number of pupils by 549 from 5,695 to 6,244, of whom 848 against 867 are in the Upper Primary Stage and 5,396 against 4,828 are in the Lower Primary Stage. Of the 50,950 agriculturists reading in Primary Schools, 4,153, or an increase of 224, are in Zamíndári Schools. In 188 of these schools Urdu is the medium of instruction; in 8 schools of the Delhi Circle and in 1 of the Amritsar Circle the medium is Nágri. Inspectors report that the new Scheme of Studies for Rural Schools will do much to popularise elementary education among the masses.

60. *Indigenous Schools examined for Grants.*—The number of these schools has increased by 22 from 592 to 614, and of pupils from 21,532 to 21,622 The total of passes by standards 1—5 rose from 9,339 to 9,512, and the grant earned from Rs. 36,681 to Rs. 37,094. Except in the Muzaffargarh District there is general improvement throughout the Province. In the Jullundur Circle plague prevented these schools from showing the progress they otherwise might have made.

61. *Gurmukhi Classes.*—Owing to the re-distribution of Districts the Delhi Circle has no returns under this head. The Jullundur Circle shows 8 schools in the Ferozepore District, 4 in the Hoshiárpur District, and 1 in the Jullundur District, with a total of 359 pupils. In the Amritsar Circle there are 4 schools in the Siálkot District and 2 in the Amritsar District with a total of 295 pupils. The Lahore Circle has 2 schools in the Lahore District and 4 in the Montgomery District with a total of 153 pupils. The Ráwalpindi Circle has 3 schools in the Ráwalpindi District and 1 in the Attock District with a total of 181 pupils. The Multán Circle has 1 school at Multán and 1 at Maghiána with a total of 103 pupils. Altogether there are 31 schools or classes with 1,091 pupils, showing an increase of 3 schools and 300 pupils.

62. *Schools for low-caste children.*—The number of these schools has increased from 45 to 64, and of pupils from 981 to 1,250. Of these, 163 read in Board Schools and do not mix with higher caste boys. The Lahore and Amritsar Circles have no returns under this head. The Delhi Circle returns 41 schools with 847 pupils; the Jullundur Circle has no schools, but has 83 pupils reading in Board Schools; the Ráwalpindi Circle returns 20 schools and 350 pupils, all maintained by the American Presbyterian Mission in the Gujránwála District; and the Multán Circle has 3 schools and 53 pupils besides 59 reading in Board Schools. The 3 schools are maintained by the Jhang Bár Mission in the Chenáb Canal Colony.

63. *Primary Schools as Post-Offices.*—The total number of teachers who have charge of village post-offices is 1,187, or 4 more than in the previous year; their allowances range from Rs. 8 to Rs. 2. The system of employing school teachers in villages as postmasters is found to work satisfactorily, except in a very few cases. The postal work, as a rule, gives the village teacher a wider influence with the people and a greater hold upon their sympathies.

64. *Proportion of boys not reading beyond the Primary Stage.*—Of 9,421 boys who passed the Upper Primary Examination from Vernacular and Anglo-Vernacular Schools in 1903-1904, 6,400, or 69 per cent., are reading in the Junior Special and First Middle Classes, in other words 30 per cent. have ceased to attend school.

65. *General remarks.*—There has been an increase in the number of schools and of pupils and a corresponding increase in revenues from Fees and Other Sources. There were 99 new schools opened with 1,839 pupils. Of these, 8 schools were for girls with 182 pupils. In the Ráwalpindi District 40 schools were opened for co-education, having 608 pupils. The expenditure incurred on account of these new schools was Rs. 17,326. It may be noted here that, in furtherance of the wishes of the Supreme Government in the matter of the spread of elementary education among the masses, about 600 Primary Schools have been opened since the close of the year under report. The quality of the teaching and the qualifications of the teachers are both improving. Though much remains to be done, a great advance has been made in the equipment of these schools, and many of the buildings have been improved or abandoned for better ones. The chief needs are materials for object lessons and apparatus for practical mensuration.

Chapter VI.—Training Institutions.

66. *Number and kind of institutions.*—The Training Institutions are the Central Training College, Lahore, for the training of English Masters for all departments of schools, and of Vernacular Teachers for Secondary departments; a Normal School at Lahore, Delhi, Multán, Jullundur and Ráwalpindi, where male teachers are trained for appointments in Primary schools and departments; a Normal School for Women at Lahore, which trains for appointments in Primary Schools; and St. Bede's College, Simla, for the training of female teachers for European Schools. There are also training classes for girls attached to several schools. The Central Training College and the Normal School for Women are under the immediate control of the Director, the other Normal Schools are under the control of the Circle Inspectors with the exception of that at Lahore, which is under the Principal of the Central Training College, who also visits the other Normal Schools.

67. *The Central Training College.*—The staff consists of a Principal, a Vice-Principal, both in the Indian Educational Service, and 12 Assistant Masters. The staff has been strengthened during the year by the creation of the posts of Vice-Principal in the Indian Educational Service and of a Second Science Master. The number of students rose from 127 to 169, of whom 149 are College stipendiaries and 20 are teachers under training. The number of graduate students on the rolls rose from 30 to 37. The total expenditure rose from Rs. 43,933 to Rs. 75,517, the increase being due to the salaries of the increased staff sanctioned in the previous year, to the increase in the number and rates of stipends which are now paid for 12 instead of for 10 months as formerly, and to increased extraordinary expenditure. The expenditure on staff was Rs. 31,020, on stipends Rs. 26,039, on extraordinary expenditure Rs. 15,521, and on the Boarding-house Rs. 2,937. Provincial Revenues contributed Rs. 73,695, District and Municipal Funds Rs. 283, and Fees Rs. 1,539. The average cost per student thus rose from Rs. 259 to Rs. 328. For the B. T. Degree 13 students were presented and all passed. In the Senior Anglo-Vernacular Certificate Examination (General) 21 passed out of 23 (91 per cent.), in the Senior Anglo-Vernacular Certificate Examination (Commercial) 4 passed out of 5 (80 per cent.), in the Junior Anglo-Vernacular Certificate Examination 23 passed out of 27 (85 per cent.), and in the Senior Vernacular Certificate Examination 76 passed out of 94 (81 per cent.), or an average of 84·8 per cent. for all examinations. In addition 45 students qualified for the Zamíndári Teachers' Certificate. Of the 162 candidates from this College not one failed in the Practice of Teaching and only four failed in School Management, or 98 per cent. of passes in the professional subjects. No one failed in English, 109 passed out of 117 in Science (theoretical and practical), and in Mathematics 11 failed out of 144. The past year marks an epoch in the history of the College, as it is the first in which students have remained for a second year's training; there were 22 second year men, 13 Senior Anglo-Vernacular, and 9 Senior Vernacular. *Moral Training* receives careful attention in the lectures on School Management and the Principles of Moral Education, and in emphasising the duty of teachers in this all important matter. The discipline of the College is strict, and the conduct of the students has been very good. *Physical Training* also receives careful attention. A regular time-table for all games has been strictly followed, and every student was required to practise at least two games weekly in the playing fields under the supervision of members of the staff. The students have also gone through a regular course in Drill and Gymnastics. For the Senior Gymnastic Certificate the College passed 18 out of 24, or 75 per cent., as compared with 5 out of 12 last year. For the Junior Gymnastic Certificate 64 passed out of 112 against 25 out of 93 last year. Cricket, Football and *Desi Kasrat* were also included in the examination. These results are the best the College has obtained for some years past. Two prizes were won by the College in the University Sports Tournament. The College held its Second Annual Sports' Tournament in December last. In the Drawing Masters' Certificate Examination 97 students out of 167, or 58 per cent., succeeded in obtaining one or more certificates as compared with 91 out of 124, or 73 per cent., last year, and 43 out of 83, or 51 per cent., in 1903. Three students gained the full Junior Drawing Masters' Certificate and 13 passed in each subject separately. Of

the three full certificates two were of the first grade and one of the 2nd grade. *Boarding-house.*—Of the eight dormitories two were temporarily occupied by students of the Central Model School, and there were altogether 210 boarders in residence, and in addition 65 Normal School students were accommodated in their new and commodious Boarding-house.

68. *The Central Model School.*—This school maintains its popularity and efficiency. The number on the rolls rose from 766 to 811, and the income from fees from Rs. 12,675 to Rs. 13,348. The results of the public examinations were on the whole good, and especially so in the case of the Entrance (Arts and Science Faculties). In the Clerical and Commercial Examination, held for the first time in connection with the Central Model School, 7 boys passed out of 12. The Sime Athletic Shield was again won, and Physical and Moral training have, as usual, received careful attention. The celebration of "Empire Day" took the form of the hoisting of the Union Jack on the School Flagstaff and reference in the day's lessons to the growth and expansion of the British Empire, the true meaning of "a subject of the King-Emperor" and "true patriotism" and the benefits accruing therefrom. The playing-ground for the school has been enlarged, and a boundary wall recently built round the whole of three sides of the entire estate gives an excellent finish to the grounds.

69. *Normal Schools.*—In each of the five Normal Schools there was an increase in the number of students, the total having risen from 248 to 363. Of these 96 were teachers under training, and 16 were students in the Zamíndári Class of the Lahore Normal School. There were 360 Government stipendiaries, and three received stipends from other sources. The total expenditure rose from Rs. 39,764 to Rs. 52,131. There were 165 successful candidates in the Junior Vernacular Certificate Examination and 17 gained the Zamíndári Teachers' Certificate, 137 passed the Junior Gymnastic Certificate Examination. The subjects which seemed to be too much for the students were Mathematics, Geography and Agriculture and Mensuration, the failures being 59, 43 and 41, respectively.

Agriculture, Mensuration and Drawing.—This branch of study in the Normal Schools still requires a considerable amount of attention. Improvement is shown, however, in the quality of the work done and in the greater facilities in the way of land and water. The Inspector, Delhi Circle, makes no mention whatever of this work. This is probably due to the fact that the school has not yet occupied the new buildings. The Principal, Central Training College, notes that the work done in the Jullundur Normal School is the best in the Punjab. The general method of instruction in addition to practice in ploughing, sowing, weeding and watering is to train the students by observation and the keeping of journals in which they enter the results of their work. Practical Mensuration has received greater attention, and is reported on as having improved. In Ráwalpindi the students are taken out once a fortnight for field work. In Drawing, for the Junior Drawing Masters' Certificate, Lahore again stands easily first with 32 students passing and 43 certificates being gained. Ráwalpindi passed 24 students and gained 29 certificates. Jullundur must be reckoned as standing second in order of merit with 22 students passing and 35 certificates gained. Multán passed 18 students and gained 24 certificates. Delhi passed 11 students and gained 14 certificates in Drawing.

70. *The Evening Continuation Classes,* in connection with the Central Training College, the Central Model School and the Cathedral Girls' High School were closed at the end of December, 1904, as it was found impossible to obtain sufficient and efficient teachers who had not already done a good day's work. In the College there were at one time 68 European young men on the rolls, in the girls' classes 50 Europeans, and in the Model School over a hundred Indian students. There were no Departmental Examinations, but two European young men passed the 4th grade Accounts Examination, occupying very creditable places on the list, one the Clerical and Commercial Examination of the Punjab University, and two others obtained situations as a result of their knowledge gained in Book-keeping, etc.

71. *The year's progress.*—The masters of the Central Model School gave 101 observation lessons, and also criticised over 2,000 lessons. The College drawing apparatus has been increased and the staff is now complete. About 300 books, recently published on pedagogic subjects, were added to the College Library which

is now being properly classified and catalogued. A great advance has also been made in the provision of Science apparatus during the year, and with the completion of the Laboratories, the Lecture theatre, dark room, workshop, etc., the College possesses exceptional facilities for the teaching of Science. A Kindergarten exhibition in connection with Prize Day attracted much attention. A course of lectures on Physiology and Anatomy was given by Rái Bahádur Doctor Beli Rám in connection with the St. John's Ambulance Association. The building extensions have been finished, and an oil-gas apparatus has been fitted up. For the first time students were presented for the B. T. Degree. The College Debating Club continues to flourish; and the Library has been more extensively used. The Lahore Normal School has entered its new quarters. The Central Hall, flanked by the class-rooms, library and offices, makes it the finest building of its kind in the Province. The new buildings for the Normal School in Delhi have been completed. The Jullundur Normal School has given special attention to manual occupations and action songs. Persian conversation, recitation and reading received increased attention in the Training College and the Normal Schools. The Principal, Central Training College, reports that the Ráwalpindi Normal School has made distinct progress. The school has now a tennis court, and a well is being dug. A Central Normal Schools Tournament in Cricket, Football, Athletics and Gymnastics was inaugurated during the year, and was a great success. The stimulus it has given to all the Normal Schools in the matter of physical culture is most marked. Lahore stood first and Multán second in the Tournament.

TRAINING OF FEMALE TEACHERS.

72. *Normal School for Women, Lahore.*—This institution began work on the 4th January, 1905, with a staff of 3 teachers, and 18 pupils. On the 31st March one teacher had been added to the staff and 22 to the number on the rolls, making a total of 40 students. Students preparing for the Senior Vernacular Certificate Examination are in receipt of a stipend of Rs. 8 per mensem, and those preparing for the Junior Vernacular Certificate Examination get a stipend of Rs. 5 per mensem. The total expenditure was Rs. 3,244, all from Provincial Revenues. The students do not pay fees. A building in the city is hired and serves the purposes of both School and Boarding-house. The school has since developed rapidly, and it has been found necessary to remodel the whole staff and the arrangements generally.

73. *Other Training Classes.*—St. Bede's College, Simla, has completed its first year of work in the training of women teachers for European Schools. At the close of the year there were 16 students on the rolls. There are also Normal Classes in five girls' schools. The Municipal Board Girls' School, Amritsar, had 5 students reading for the Senior Vernacular Certificate Examination and 6 for the Junior Vernacular Certificate Examination. The Alexandra School, Amritsar, had 1 student reading for the Senior Vernacular Certificate Examination. The Christian Girls' School, Amritsar, had 4 and 8. The Victoria Girls' School, Lahore, had 1, and the American Presbyterian Mission School, Gujránwála, had 1 and 2 preparing for these examinations, respectively. All but 8 had stipends, Rs. 791 having been spent for this purpose.

QUALIFICATIONS OF TEACHERS.

74. *Male Teachers in Native Schools.*—There were 3,466 trained certificated teachers, and 913 untrained certificated teachers; 117 were trained but uncertificated, and 1,871 were neither trained nor certificated. The number of trained certificated teachers has risen by 11, and the number of untrained certificated teachers has fallen by 127. To these numbers must be added those who have passed the last Certificate Examinations, *viz.*, from the Central Training College 137 teachers, from the Normal Schools 165, other trained teachers 10, and private candidates 37. The number of teachers without either training or certificate has risen by 64.

75. *Female Teachers in Native Schools.*—There were 610 as compared with 678 in the previous year; of these, 44 were trained, but 2 were uncertificated; 566 were untrained, but 65 had certificates. To these numbers must be added those who have passed the Certificate Examinations this year, *viz.*, 15.

Chapter VII.—Special Education.

76. *Law College.*—There has been a decided increase in the number of students, there being 170 on the rolls at the close of the year against 133 in the previous year. The income from Fees has risen from Rs. 9,458 to Rs. 10,952; on the other hand, the expenditure has fallen from Rs. 16,423 to Rs. 12,348, of which 89 per cent. is met from Fees and 11 per cent. from Endowments and Other Sources. In the Preliminary Examination 22 out of 32 were successful as against 44 out of 54 in the previous year; in the First Certificate Examination 12 out of 24 against 8 out of 16; in the Licentiate Examination 11 out of 19 against 9 out of 17; in the Intermediate Examination 18 out of 24 against 9 out of 11; and in the L.L.B. Examination 10 out of 41 against 22 out of 50.

77. *Medical College and School, Lahore.*—The number of students in the College Department continues to increase. The number of students on the rolls at the close of the year was 274 against 234 in the previous year. The number of students in the School has also increased, there being 325 on the rolls against 308. This increase, however, is due to the admission of 40 Burma students, entered at the request of the Burma Government. There were 82 scholarships current in the College against 70 in the previous year; and in the School there were 206 students in receipt of scholarships and stipends against 154. The income from tuition fees continues to expand, being Rs. 19,863 as against Rs. 16,361 for both institutions. The total expenditure (Direct and Indirect) from all sources was Rs. 1,45,663 as against Rs. 1,25,193. The expenditure from Provincial Revenues rose from Rs. 68,506 to Rs. 77,939 in the College and from Rs. 25,452 to Rs. 33,458 in the School. In the College this was due to (*a*) a larger amount spent on Instruments and Chemicals; (*b*) an increased number of scholarships; and (*c*) an increase in the salaries of the Professorial Staff; and in the School chiefly to the larger number and enhanced rates of stipends. The average net cost of each student in the College was Rs. 310 against Rs. 333 and in the School Rs. 60 against Rs. 59. In the Preliminary Scientific Examination 48 passed out of 78 as against 42 out of 73 last year. In the First L.M.S. and M.B. Examinations 26 passed out of 61 against 20 out of 40, and in the Second L.M.S. and M.B. Examinations 16 passed out of 26 against 22 out of 25. Three female students appeared in the Senior and Junior Examinations of the Certificate Class and all passed. In the Junior Examination for Hospital Assistants 78 passed out of 84 against 61 out of 83, and in the Final Examination 71 passed out of 104 against 58 out of 84. The new Chemical Laboratory was completed and occupied. The question of building a General Chemical Laboratory is under consideration. The Boarding-house is nearly ready. A question for consideration is whether the Preliminary Science teaching might not be given in the ordinary Arts Colleges.

78. *North India Medical School for Christian Women, Ludhiána.*—This Institution had 43 students on the rolls as against 42 last year; of these, 17 are in the Medical Class, 7 in the Compounders' Class, 11 are being trained as Nurses, and 8 as Dáís. Besides the students who passed the regular examinations conducted by the School, 9 students passed in various examinations in connection with the Medical College, Lahore. The total expenditure on the School was Rs. 16,652 as against Rs. 21,363.

79. *Madrassa-i-Tibiya, Delhi.*—This School is for the study of the Yunáni System of Medicine through the medium of Arabic, supplemented by lectures on Anatomy and Surgery by an English Doctor. The roll fell from 120 to 115; all the students are Muhammadans except two. The expenditure was Rs. 2,397, of which Rs. 1,200 were paid from Municipal Funds. On the Boarding-house the expenditure, all from subscriptions, was Rs. 412. There were 35 resident pupils.

80. *Vedic and Yunáni Classes.*—The former of these is attached to the Dayanand Anglo-Vedic College and the latter to the Islámia College, and both are maintained by the Punjab University. There were 8 students in the Vedic Class against 18 last year, and in the Yunáni Class 21 against 19. The total expenditure was Rs. 780, including Rs. 428 from Provincial Revenues.

81. *Veterinary College, Lahore.*—There were 153 students on the rolls as against 128 last year, and 35 scholarship-holders as against 36. Instead of

two Wace Scholarships of Rs. 16 per mensem each, there is now only one of Rs. 32 per mensem. The salaries of the Principal and Professors, amounting to Rs. 27,111, as against Rs. 25,200, are paid from Imperial Revenues. The total expenditure from Provincial Revenues was Rs. 28,812 as against Rs. 21,546, and is made up as follows:—Establishment Rs. 16,301 as against Rs. 13,615; Contingencies Rs. 12,343 as against Rs. 7,763; and Scholarships Rs. 168 as against a similar amount last year; the increase is due to the purchase of European stores. In the examinations 58 out of 67 passed in the First Year Class. Of the 9 failures 6 failed in one subject only, and are entitled to re-examination in that subject after three months. In the Second Year Class 45 out of 47 passed, the two failures being allowed to appear in the June Examination. In the Final Examination 32 out of 39 passed, 6 out of the 7 failures having the privilege of re-examination in June. The students now in the College comprise 20 Hindús, 31 Sikhs, and 102 Muhammadans. The fees amounted to Rs. 2,209 against Rs. 1,745. During the year a Dog Hospital was built and equipped, and a staff appointed to look after it. This is self-supporting. The segregation ward is proving a great success. A class of 9 Transport Officers was trained in the diagnosis of Surra in Camels, and 3 men took a post-graduate course in contagious diseases. The Government of India has decided to transfer the students and staff of the Ajmere Veterinary School to Lahore. The demand for graduates is still very great. The text-book on Shoeing by Major Pease and one on Hygiene have been translated by Lála Prabhu Diyál, and a pamphlet in Urdu on Epizootic Lymphangitis has been issued.

82. *Mayo School of Art, Lahore.*—The number of students on the rolls was 333 against 302; of these, 1 was a Native Christian, 23 were Brahmans, 112 were Non-Brahman Hindús, 48 were Sikhs, 147 were Muhammadans, and 2 were not classified. Provincial Revenues contributed Rs. 21,481 on account of Establishment and Contingencies against Rs. 16,800 last year. There were 127 scholarships current during the year against 63 last year. Under this head Rs. 5,552 were spent against Rs. 3,248; District Funds contributed Rs. 777 against Rs. 834; Municipal Funds Rs. 960 against Rs. 1,009; and the Lord Lawrence Scholarship Fund Rs. 1,200 against Rs. 466. The examination results have been very satisfactory. Of the students who have passed out 21 are now employed on salaries ranging from Rs. 20 to Rs. 80. The Principal is of opinion that the time has come for the establishment of a Boarding-house in connection with the School.

83. *Engineering Class, School of Art.*—This class is under the control of the Punjab University. There were 57 students on the rolls against 43 last year. The fees amounted to Rs. 566, and the expenditure on stipends was Rs. 288. In the Civil Engineering Examination 12 passed out of 22. Of the students of this class 13 are now employed on salaries ranging from Rs. 25 to Rs. 160.

84. *Magic Lantern Readings.*—A series of 13 lectures illustrated with lime-light pictures was given. Two complete sets of slides, together with additional slides to complete other sets, were prepared, with excellent results, in the School of Art.

85. *Railway Technical School, Lahore.*—There were 399 students on the rolls against 441 last year. The bulk of the students (291) are still Muhammadans. The non-artisans paid Rs. 294 as fees, the same as last year. The expenditure was Rs. 7,598 against Rs. 7,591. There were 38 against 42 Lord Lawrence Scholarships. All the students, infants excepted, learn Drawing, 319 are in the Carpentry Classes, and 80 learn Smith's work. The results of the various examinations were fair on the whole, 35 out of 48 passing by the Infant, 32 out of 59 by the Lower Primary, and 17 out of 32 by the Upper Primary Standard in the General and Technical sides combined. In the Middle Standard Examination 14 appeared and all passed. The school buildings, which were extended last year, are still insufficient. Thirteen students have joined the Mayo School of Art, 11 have gone to ordinary schools, and of the remainder all but 12 have secured employment.

86. *Evening Classes, Railway Technical School, Lahore.*—These classes are held thrice a week for the benefit of artisans and apprentices in the North-Western Railway Workshops. As most of the students have to work overtime, the average attendance is only 14 out of a total of 25 on the rolls. The expenditure was Rs. 943 against Rs. 921 last year.

87. *Municipal Board Industrial School, Amritsar.*—There were 146 students on the rolls against 151 last year. Of these, 86 are Muhammadans, and only 3 are in the Third Middle Class. The expenditure decreased from Rs. 3,162 to Rs. 2,919, to which fees contributed only Rs. 119. Carpentry and Drawing are taught, and 29 boys learn metal engraving. The examination results were, on the whole, satisfactory, especially in Drawing. Of 18 pupils who left during the year, 5 are continuing their studies elsewhere, and the rest have secured employment. The buildings are unsatisfactory, and the surroundings are insanitary.

88. *Municipal Board Industrial School, Delhi.*—The number of students has increased from 59 to 68, of whom 51 are artisans. All learn Wood-work, and all, except infants, learn Drawing. On the General side 3 out of 13 passed the Upper Primary Examination, and 8 out of 10 the Lower Primary Examination, and 9 out of 12 the Infants' Examination. On the Special side 8 boys passed the Upper Primary, 8 the Lower Primary, and 11 the Infants' Examination, against 3, 5 and 11 last year. The expenditure rose from Rs. 1,802 to Rs. 1,903, of which Rs. 44 was from fees. Six scholarships were current in the Upper Primary Department, amounting to Rs. 76, from Provincial Revenues.

89. *The District Board Industrial School, Ludhiána.*—This school had on its rolls 146 pupils against 117 last year, the increase being in the Primary Department. Of the pupils 106 learn Drawing, 117 Carpentry, and 29 Smith's work. Two boys went up for the Middle Standard Examination and both passed against 4 out of 2 last year; 7 out of 12 passed the Upper Primary against 3 out of 7, and 7 out of 19 passed the Lower Primary against 7 out of 14. The receipts from fees rose from Rs. 278 to Rs. 308.

90. *The Victoria Diamond Jubilee Hindu Technical Institute, Lahore.*—The number on the rolls rose from 54 to 56, of whom 5 each were Muhammadans and Sikhs and 46 were Hindús. The special subjects taught are Drawing, Typewriting, Shorthand, Photography, Engraving, Rubber-stamp making, and Carpentry and Smith's work. The expenditure was Rs. 4,848 against Rs. 4,842. The 21 scholarships current were all paid from subscriptions.

91. *The Evening Classes* attached to this Institute had 8 pupils learning Typewriting only. They paid as fees Rs. 168 which formed the total expenditure for the year. Though none are reported as having passed public examinations, the students generally secure good appointments.

92. *Technical Classes, Dayanand Anglo-Vedic College.*—There are 11 students in the Tailoring Class, 6 in the Drawing Class, and 58 in the Engineering Class. Fees are charged for the Drawing and Engineering Classes, and amounted to Rs. 1,562. The total expenditure was Rs. 1,576. In the First Examination in Civil Engineering 9 candidates passed out of 17 against 25 out of 25.

93. *Christian Boys' Boarding School, Ludhiána.*—This school has 3 boys learning Carpentry, 7 learning Carpet-weaving, and 10 learning Tailoring, against 6, 9 and 16, respectively, last year. The Typewriting Class opened last year is becoming more popular.

94. *Clarkabád Mission Orphanage.*—Boys learn Wood-work, Tailoring and Gardening; girls learn household work and needlework.

95. *St. Francis' Orphanage.*—Dyeing, Carpet-weaving, Shoe-making, Tailoring and Cooking are the industrial subjects taught.

96 *Boys' Industrial Home, Gujránwála.*—This is an Aided Indigenous Boarding School where orphan boys are taught, in addition to general subjects, Drawing, Tailoring, Weaving, Smithing and Carpentry. There were 98 on the rolls against 87 last year. The instruction continues to be very creditable.

97. *Other Industrial Institutions: The Arya Samáj Orphanage, Ferozepore,* had 92 boys, of whom 54 learn Tailoring and Drawing. The *S. P. G. Mission Indigenous Industrial School, Delhi,* had 34 low-caste Christian girls learning Shoemaking, Needlework, Knitting, and household duties. *The Indigenous Industrial School, Gurgáon,* had 35 low-caste Christian boys learning Drawing, Wood-work and Tailoring. The *Indigenous Industrial Settlement at Salámatpur,* Palwal, (Gurgáon District), had 77 low-caste Christian girls learning Needle and Lace work besides the cultivation of the Settlement. The *Industrial Home, Pasrúr,* had 132 Christian girls, mostly famine orphans, learning Spinning, Weaving, Sewing and Grinding. The *Sozankári* M. B. School, Maghiána, had 38 girls, all Muhammadans, learning sewing, Kashída and Embroidery. In the Miánwáli District the *Aided Indigenous*

School, 'Isa Khel, had 72 girls and 38 boys; the *Nágri Aided Indigenous* School for boys has also an industrial section; a similar school at *Mankera* had 48 pupils; another at *Músa Khel* had 13 girls and 5 boys; in these schools Needlework and Cotton-spinning are taught in addition to the general subjects in which the Gurmukhi character is used. There are 34 girls in the *Aided Indigenous School* at *Daira-i-Dín-i-Panah*, learning Needlework, Punkha-weaving, Guluband knitting, Izárband making, and Embroidery. In the *Unaided Indigenous Khálsa School* at *Lyallpur* 58 girls are taught Needlework. In the Anjuman *Himayát-i-Islám Orphanage, Lahore*, boys are taught Tailoring and Hosiery, and girls are taught Needlework and household duties.

98. *Music Schools.*—The *Unaided Harmonium School, Multán City*, had 37 pupils. No fees are charged, but pupils provide their own instruments. The expenditure from subscriptions, &c., amounted to Rs. 1,440. The *Gandharva Maha Vidyálaya School of Music, Lahore*, trains 30 pupils in pure Hindu music.

99. *Clerical and Commercial Classes.*—The number of students in the Clerical and Commercial School, Amritsar, rose from 59 to 68, and the expenditure from Rs. 3,552 to Rs. 4,596, to which fees contributed Rs. 1,898 against Rs. 1,355 last year. Out of 34 candidates for the University Examination 13 were successful. The school is still deficient in appliances and staff. Only 5 students obtained appointments this year. Of the 26 successful candidates of the past two years only 10 are employed in business concerns, of whom three are employed in Amritsar. The others are employed in, or are candidates for, Government service. The class in the Government High School, Rewári, presented no candidates for examination. The classes in the Mission School, Ráwalpindi, had 21 pupils against 26 last year. Of 14 sent up for examination 7 passed against 3 out of 9 last year. Only 2 have obtained employment. At Gujránwála there were classes in the Mission School which are now closed, and in the Khálsa High School which sent up 2 candidates, both of whom failed.

Chapter VIII.—Female Education.

100. *Secondary Education.*—There are still 8 Government and Board Schools, the number of Aided Schools has fallen from 27 to 25, but 2 Unaided Schools have been opened, leaving the total of Secondary Schools at 35 as in the previous year. The number of Anglo-Vernacular High Schools has increased by 1; the only Vernacular High School of the previous year has been closed; the number of Anglo-Vernacular Middle Schools has fallen from 14 to 12; and the Vernacular Middle Schools have increased by 2. At the end of the year there were 657 against 618 pupils. Of these, 84 against 92 were in the High stage, and 573 against 526 in the Middle stage. These figures include 439 Europeans. There were 117 against 108 scholarships current, 26 being held by Europeans.

101. *Primary Education.*—The number of schools rose from 335 to 343, showing an increase of 2 Government and Board Schools, of 5 Aided Schools, and of 1 Unaided School, the corresponding totals being 196 against 194, 123 against 118, and 24 against 23. The number of pupils rose from 15,037 to 15,395, of whom 13,029, an increase of 279, were in Primary Schools proper. There were 1,027 Europeans. The number of girls learning English fell from 1,308 to 1,278; but, as the number of Europeans has fallen by 66, there is an actual increase of 36 in the number of native girls learning English. The number of scholarships has fallen from 640 to 626.

102. *Comparison of Circles.*—In the Delhi Circle there were 47 schools, all of which, except 2 Vernacular Middle Schools, are Primary. There is an increase of 1 Aided and of 2 Unaided Primary Schools. The total number of pupils is 1,611. In the Jullundur Circle the schools have increased from 61 to 66, there being 3 new Aided Schools and 2 Unaided. The number of pupils has risen from 1,993 to 2,095. The Dev Samáj Primary School, Ferozepore, has been raised to the status of an Anglo-Vernacular Middle School, and is the only school in which fees are levied. The examination results were decidedly better than those of last year in the Upper Primary, and but a very little lower in the Lower Primary. In the Lahore Circle there is 1 Aided Anglo-Vernacular High School, 2 Aided Vernacular Middle Schools, 3 Board Primary Schools, 14 Aided and 2 Unaided Schools. The total number on the rolls has fallen from 1,747 to

1,567. In the Amritsar Circle there are 1 Aided Anglo-Vernacular High School, 2 Aided Anglo-Vernacular and 1 Aided Vernacular Middle Schools, and 3 Board Vernacular Schools. There are also 68 Board Primary Schools, 26 Aided and 1 Unaided Primary Schools. The total number of pupils on the rolls is 4,033. In the Ráwalpindi Circle there are 96 schools of all kinds with a total of 4,121 pupils. If the girls attending private schools and boys' schools be added, the total is 7,821, or 3·25 per cent. of the girls of school-going age. In the Multán Circle the number of schools is 25 as in the previous year, but the attendance has fallen from 1,252 to 1,159, chiefly owing to plague in the Jhang District; including girls reading in boys' schools and in private schools, the number has risen from 3,883 to 4,563.

103. *Expenditure.*—The total expenditure on schools of all kinds for Europeans and Natives fell from Rs. 2,57,799 to Rs. 2,47,086, or by Rs. 10,713. The expenditure on Secondary departments fell from Rs. 71,439 to Rs. 67,701, and in Primary departments and Primary Schools from Rs. 1,86,360 to Rs. 1,79,385. Public Funds contributed Rs. 1,23,990, or 50·2 per cent. of the whole; Fees contributed Rs. 42,091; and the balance was made up from Other Sources.

104. *Scholarships.*—The value of scholarships rose from Rs. 14,270 to Rs. 15,476, while the total number of scholarships has fallen by 5. In the Multán and Amritsar Circles there was an increase of 38 scholarships, and in the Ráwalpindi Circle alone a fall of 38. Public Funds contributed Rs. 14,720, or Rs. 792 more than in the previous year. Other Sources contributed Rs. 756, an increase of Rs. 414. No native girl held a scholarship in the High stage of instruction. In the Middle stage there were 91 scholarship-holders out of 203, and in the Upper Primary 626 out of 1,303. The percentage of pupils in receipt of scholarships fell from 5·2 to 4·9.

105. *Examination results.*—For the Entrance Examination 28 passed out of 46 against 38 out of 49. For the Middle School Examination 44 passed out of 83 against 45 out of 74 (excluding Anglo-Vernacular candidates) in the previous year. In the Middle Standard Examination for Native Girls on the Anglo-Vernacular side 9 passed out of 10 against 3 out of 3, and on the Vernacular side 26 passed out of 32 against 32 out of 38. In the Upper Primary Examination 329 passed out of 455 against 307 out of 414, and in the Lower Primary 812 passed out of 1,262 against 815 out of 1,200. During the year under report there was no Anglo-Vernacular Middle School Examination and no Primary School Examination for European Schools. In Secondary Schools the pass percentage was 63·1 against 71·9; in the Upper Primary it was 72·3 against 74·1; and in the Lower Primary it was 64·3 against 67·9.

106. *Domestic Economy and Needlework.*—In the American Mission Schools at Siálkot, Pasrúr and Palwal, the girls are grouped into "families," and thus instruction in cookery is rendered not only possible but highly practicable. This training is practically confined to Christians. Needlework is well taught in Christian boarding schools and in schools having Christian teachers. Muhammadans generally show skill in white embroidery, while Hindús, with few exceptions, care little for needlework of a plain kind.

107. *Physical Training* is practically neglected, the general explanation being the strong feeling of parents against it. The Inspector of Ráwaplindi Circle suggests that some of the indigenous games practised in the home might be selected for general practice in schools. Chachingal has been provided in some of the schools of the Miánwáli District, and in the Aided Industrial Indigenous School at 'Isa Khel some of the advanced girls performed Jhumma at the Manager's request in the presence of the Inspector of the Multán Circle.

108. *General progress.*—During the past few years there has grown up a new and strong movement in favour of female education. One sign of progress is the desire on the part of educated men to have their wives and daughters learn something more than the Vernacular Middle Course gives; on this subject the Inspectress says: "A certain number of girls who had no intention of becoming teachers took the Senior Certificate Examination, merely because there was no other course open to them. English is generally desired, and, if teachers are available, can be taken as an optional subject after the Middle Standard Examination has been passed."

A number of Indigenous and Industrial Christian Schools has been opened. The demand for schools is spreading and will usually spread from the centres

where schools are already firmly rooted. The schools which have been most prosperous are those at Multán, Dera Gházi Khan, Shahpur and Montgomery, where a real interest in the schools exists. Improvement in this respect might be shown in the Districts of Lahore, Amritsar, Siálkot, Gujránwála and Jullundur, where the local funds are insufficient. The supply of teachers is still insufficient; but it is hoped that the Normal School for Women will supply this want in the near future.

Chapter IX.—Education of Europeans.

109. *Schools and pupils.*—The number of public schools for Europeans is 36 attended by 2,627 pupils as compared with the same number of schools and 2,508 pupils, or 119 more than in the previous year. Of these schools, 16, with 1,161 pupils, are for boys, and 20, with 1,466 pupils, for girls. The number of private schools has fallen from 4 to 2 with a decline also in the attendance from 83 to 16, owing to the Loretto Convent School, Simla, which was returned as a private school last year, being returned now as a public school. The total number of both public and private schools is now 38 with 2,643 pupils compared with 40 schools and 2,591 pupils last year.

110. *Grades of schools and stages of instruction.*—According to the grade of instruction imparted in the public schools, 15 are High Schools, 17 Middle, and 4 Primary, as compared with 14, 18 and 4, respectively, last year. The increase of 1 in the High Schools is nominal owing to the fact that the Loretto Convent School, Simla, from being a private school, is now returned as a public High School. The decrease of 1 Middle School is due to the amalgamation of the Boys' and Girls' Departments of the Christ Church School, Simla. The number of pupils at the Secondary stage of instruction is 830 against 783 last year—389 boys and 441 girls. At the Primary stage the total is 1,797, or 72 more than last year—827 boys and 970 girls. Four schools are returned as Government Schools, though the two schools of the Murree Asylum are not really so; 30 schools are managed by private persons or associations, but aided by the Department, and the remaining 2 are unaided public schools.

111. *Expenditure and Fees.*—The total direct expenditure on public schools was Rs. 2,27,934, or Rs. 20,862 more than last year. This increase is spread over all kinds of schools except Primary Schools which show a decrease of Rs. 792. Of the total, Imperial Revenues contributed Rs. 21,540, or 9 per cent.; Provincial Revenues, Rs. 73,193, or 33 per cent.; Fees, Rs. 89,102, or 39 per cent.; and Other Sources, Rs. 44,099, or 19 per cent. Omitting the sums spent on the Sanáwar and Murree Asylums, Rs. 50,931, the total expenditure on ordinary schools was Rs. 1,77,003. The average cost of educating a pupil in the Asylums works out to about Rs. 80 per annum; in Aided Schools to about Rs. 92; and in Unaided Schools to about Rs. 242. The income from fees is Rs. 11,631 more than last year. This increase is mainly in Unaided Schools. Actual fee receipts are larger than the amount returned, as in Convent Schools, where teachers receive no pay, the actual expenditure, which frequently does not exceed the Government grant, cannot include all fee receipts. For all schools the fee income covers 39 per cent. of the total expenditure. The rate of fees varies, but the average in Aided Schools was about Rs. 35 per annum and in Unaided Schools Rs. 242 as compared with Rs. 37 and Rs. 201, respectively, last year.

112. *Scholarships.*—Fifty-one scholarships were current during the year against 34 last year—25 in boys' schools (Rs. 2,697) and 26 in girls' schools (Rs. 2,240). The total amount expended on scholarships amounted to Rs. 4,937 against Rs. 2,056. The increase is due to the change in the scheme of scholarships which has raised considerably their number and value.

113. *Examinations.*—In the High School Examination 35 out of 71 passed (14 boys and 21 girls), or 49·2 per cent., against 36 out of 61 or 59 per cent., last year. In the Middle School Examination 90 passed (46 boys and 44 girls) out of 154, or 58·4 per cent., against 100 out of 152, or 65·8 per cent., last year. The Park School, Simla, again heads the High School list, and again has the only boy in the First Class. On the girls' side Ayrcliff School stands first. In the Middle School Examination, The Lawrence Military Asylum, Sanáwar, heads the boys' list and Auckland House School the girls' list. The Primary School Examination is no longer a public examination, though it is held for the purpose of

the award of Middle School Scholarships. Bishop Cotton School sent up 12 boys for the Calcutta Entrance Examination and passed 4, or 33·3 per cent., and one boy (from the Park School, Simla), sent up as a private candidate, passed the Intermediate Examination of the Punjab University in the 2nd Division. One boy (private candidate) also passed the Clerical and Commercial Examination.

114. *Industrial and Technical Training.*—There are no special Technical Schools for Europeans in the Province, but a good deal continues to be done in this direction in some of the ordinary schools. In the Sanáwar Asylum as many as 113 boys learn instrumental music, playing the various instruments that are generally to be found in a Regimental Band; they are also taught the elements of the theory of music. Twelve boys are in the Telegraph Classes and 75 in the Carpentry Classes. A skilled carpenter is very much needed, and as the present man is about to return, the opportunity should not be lost of filling his place with a really good instructor. The girls are taught cooking; they knit their own stockings on machines, make up a great part of the clothes they wear, and do all the domestic work of their own department. All the cooking of the Asylum is done by the wards under European supervision. In the Murree Asylum the boys take part in household work and some learn Carpentry and Typewriting. The girls are said to do all the household duties excluding the cooking, and to make their own and some of the boys' clothes. Some girls learn Typewriting also. In the Mayo Industrial School, Simla, all the domestic work is performed by the girls. Typewriting and Stocking-making by machine is also taught. In St. Francis' School, Simla, girls are taught to make their own clothes, to knit their stockings, and to keep their class-rooms and dormitories clean. In the Cathedral Orphanages, Lahore, the boys are taught Shorthand, Typewriting and Drawing. Domestic work is also done by boys as well as girls. The girls are taught practical Needlework, Stocking-making, Cooking and Typewriting. In the Railway Night School, Lahore, the boys learn the mechanics of the steam engine, mechanical drawing and elementary practical mathematics, in which good progress has been made during the year.

115. *Lawrence Military Asylum, Sanáwar.*—The number on the rolls on the 31st March was 492—278 boys and 214 girls—or 19 less than last year. The examination results were distinctly satisfactory: 5 out of 10 passed the High School Examination (3 boys, one with honours in Algebra, and 2 girls); 20 out of 25 passed the Middle School Examination (13 boys and 7 girls). Seven scholarships were won (4 boys and 3 girls). The instructional state of the schools continues to be very satisfactory, and the staffs of both schools are to be congratulated on another year's good work. The Pupil Teacher system continues to be in force; during the year there were 5 pupil teachers in the boys' school, 2 in their second and 3 in their first year, and 1 candidate; in the girls' school there were 5 pupil teachers and 1 candidate, 3 in their third year and 1 each in the second and first year of apprenticeship. A beginning has been made in nature study in both schools; the girls have made a collection of botanical specimens, the museum in the boys' school is rapidly growing, and in particular the Inspector commends the collection of botanical specimens. Drill and gymnastics are up to their usual standard of excellence. Games have received increased attention. Technical work is taught as heretofore except that Printing has been given up. There was one permanent change in the staff of the girls' school, while that of the boys' remained the same. Since the close of the year Government has sanctioned one Additional Master and two more Mistresses,—a most necessary addition,—and the salaries of both the teaching and the domestic staffs have been increased and made incremental. The organisation and discipline continue to be excellent, the boarding and dormitory arrangements were satisfactory, and the Medical Officer reports that the general health has been very fairly satisfactory,—290 admissions to hospital as against 496 last year. The expenditure on education was Rs. 25,971, an increase of Rs. 857. During the year the scale of fees was revised; this produced the large amount of Rs. 22,155.

116. *Lawrence Memorial Asylum, Murree.*—At the end of March, 1905, the numbers on the roll were 172,—84 boys and 88 girls, or 9 more than last year. In the High School Examination 1 boy passed out of 6 candidates (5 boys and 1 girl). For the Middle School Examination 20 were presented (12 boys and 8 girls) and 6 passed (3 boys and 3 girls). These results are still below what they should be. The teachers take more interest than formerly in their pupils.

Technical work receives some attention, and the drill and free gymnastics are good. The state of the school is, on the whole, satisfactory, the dormitories neat and clean, and the games properly organised and supervised. The tone and discipline were satisfactory. The Principal's efforts to promote the happiness of the pupils and the comfort of the members of the staff have borne fruit, and both pupils and teachers seem to take a real interest in their work. The expenditure for the year was Rs. 24,960, or Rs. 2,913 more than last year. The receipts under "Fees" and "Other Sources" have increased by Rs. 5,086.

117. *Teachers.*—There were 188 teachers (54 men and 134 women) employed in European Public Schools, as against 193 (53 and 140) last year. Of these, 5 men and 6 women are in possession of a British University degree, while 6 men and 11 women hold Teachers' Certificates obtained in Great Britain. Ten men and 11 women have other University qualifications, 12 men and 41 women are in possession of a letter of recognition from the Department, and the remainder are either members of Religious Orders or have passed various examinations of Indian Universities.

118. *Professional Training.*—A College for the training of women teachers, known as St. Bede's College at Simla, has been noticed under Chapter VI.

119. *General remarks.*—The Inspector reports that schools are finding it more difficult every year to obtain competent Assistant Masters. The prospects are often so poor and the initial pay so small that few men are tempted to the teaching line even temporarily. Certain schools find it difficult to make both ends meet on their receipts, at present, from fees and grant, and two managers appeal for more liberal help in order to enable them to continue their schools. The Cathedral Girls' School, Lahore, has inaugurated a system of medical examination of each child on admission and of keeping records of physical progress. This is excellent, and it would be well if all schools adopted such a plan. A scientific scale of diet is being worked out by the Medical Officer and the Principal at Sanáwar, and should be of very great value in connection with the important question of the food of children in Boarding Schools. Since the close of the year Bishop Cotton School, Simla, has been destroyed by fire (May 7th). The Governors appealed to Government to rebuild the school. This the Local Government have consented to do under certain conditions. The statutes of the school have been recast.

Chapter X.—Education of Muhammadans.

120. *Number and comparison.—Boys.*—The number of Muhammadans under instruction in Public and Private Institutions rose from 101,612 to 104,267, *i. e.*, by 2·5 per cent., and of Hindús from 96,356 to 97,543, *i. e.*, by 1·2 per cent., and of Sikhs from 19,919 to 20,880, *i.e.*, by 4·6 per cent. In Public Institutions Muhammadans have increased by 2·4 per cent., Hindús by 2·1 per cent., and Sikhs by 3 per cent. The percentage of school-going age in Public Institutions is for Muhammadans 7·64, for Hindús 12·61, and for Sikhs 13·79; the corresponding figures for institutions of all kinds are 12·08, 15·24 and 16·31, respectively.

Girls.—The number of Muhammadans in Public and Private Institutions fell from 11,243 to 10,522, while that of Hindús rose from 8,696 to 9,319, and of Sikhs from 2,876 to 2,922. In Public Schools there was an increase of 28 Muhammadans, of 536 Hindús, and of 9 Sikhs. The fall in the number of Muhammadans was in Private Schools. The percentage of girls of school-going age attending all kinds of schools for Muhammadans was 1·38 against 1·47, for Hindús 1·72 against 1·61, and for Sikhs 2·94 against 2·89.

The total for Muhammadans receiving instruction is now 114,789 against 112,855, showing an increase of 1,934, or 1·7 per cent. In the case of Hindús there were 106,862 with a rise of 1,810, or 1·7 per cent. In the case of Sikhs there were 23,802 with a rise of 1,007, or 4·2 per cent. It is worthy of remark that the increase in attendance at Private Schools for Muhammadans is considerably less than that of last year in the case of boys, and in the case of girls there is a falling off. This would seem to indicate a change in the attitude of Muhammadans with regard to education in general and female education in particular

121. *Comparison of Circles as regards progress.*—The percentage of boys under instruction of some kind is greatest in the Ráwalpindi Circle where it is 16·7; Delhi and Multán come next with 12·3 each; Lahore being last with 11·4. As regards attendance in Public Schools, the order is Ráwalpindi 10·0, Amritsar 8·7, Delhi 8·3, and Lahore 6·2 last. With respect to girls receiving instruction of any kind Multán is first with a percentage of school-going age of 1·8, and Delhi last with ·9.

122. *Progress during the year.*—There has been a decrease of 7 students in Arts Colleges and an increase of 14 in Professional Colleges. In the Secondary stage for boys there was an increase of 100 on the Anglo-Vernacular and a decrease of 84 on the Vernacular side, and an increase of 1,437 in the Primary stage. In schools for special instruction there was an increase of 118. In the Secondary stage of schools for girls there was an increase of 2 on the Anglo-Vernacular side and a decrease of 11 on the Vernacular side. In the Primary stage there was an increase of 3. In schools for special instruction there was an increase of 34. In the M. A. Examination 6 passed against 5 last year; in the M. O. L. 1 passed, none passed last year; in the B. A. 32 passed against 35; in the B. O. L. 2 passed against 2; in the B. T. Examination held for the first time 3 passed. In the various Intermediate Examinations 61 passed in Arts against 56, 2 on the Oriental side, and 3 in Science against 1. In the Entrance Examination 291 passed on the Arts, 6 on the Oriental, and 1 on the Science side, against a total of 277 last year. In the Clerical and Commercial Examination 5 passed against 3. In the Vernacular Middle 331 boys and 9 girls were successful; in the Upper Primary 3,100 boys and 61 girls were successful; and in the Lower Primary 207 girls were successful. Altogether 4,121 Muhammadans passed the several public examinations against 4,952 last year.

123. *Means for special encouragement of Muhammadans.*—These are chiefly the provision of scholarships, fee concessions, and special schools. In the Delhi Circle 23 Victoria Scholarships were current against 20 last year. In the Anglo-Arabic School the Nawáb Fund provided 34 scholarships and 8 stipends; there were 382 pupils, of whom 1 was a Hindú, against 396; the fees are reduced. The Aided Shahzáda High School, chiefly for the children of the late Mughal family, had 108 pupils, of whom 77 were Muhammadans. There were also 13 Indigenous Schools, of which the Kaithal Islámia School in the Karnál District and the Sundh Islámia School in the Gurgáon District are the most important. In the Jullundur Circle the rules regarding concessions in fees are generally observed. The Hoshiárpur District provided 18 Victoria Scholarships and the Ludhiána District 12, awarded on the results of the Upper Primary Examination. The Anglo-Vernacular Middle Schools at Ludhiána (Aided) and Hoshiárpur continue to be maintained by the Muhammadan community. In the Lahore Circle the fee concessions are largely utilised, and 26 Victoria Scholarships were current. The Public Institutions for the special benefit of Muhammadans are the Islámia College and High School with the Hamídía Advanced Arabic School and branches for boys and girls in Lahore City. In several of the District Board Schools of the Lahore and Montgomery Districts about three-fourths of the pupils are Muhammadans. In the Amritsar Circle the special concessions allowed by the Code and the Victoria Scholarships are being fully utilised. The Muhammadan Anglo-Oriental High School, Amritsar, and the Ta'lím-ul-Islám High School, Qádián, are both well managed. The Inspector remarks that there is no evidence to show that the Muhammadans are educationally behind other communities. In the Multán Circle the fee concessions and Victoria Scholarships, of which 33 were current, continue to be appreciated. Biloch boys also enjoy 8 Kaure Khán Close Scholarships. The number of girls' schools for the benefit of Muhammadans has increased by 1, but the number of Indigenous Schools (for boys and girls) has fallen by 1. Of 35 gentlemen recommended for Complimentary Letters 13 were Muhammadans, and of 89 who gave prizes 61 were Muhammadans. All the Assistant District Inspectors are Muhammadans. In the Ráwalpindi Circle there were 46 Victoria Scholarships current against 43 last year. The Islámia School at Gujránwála, an Anglo-Vernacular Primary School, had 78 pupils against 93 last year, and that at Ráwalpindi, the Mámúji Anglo-Vernacular High School, had 232 pupils against 223 last year. There are also some Aided Indigenous Schools and many Private Schools.

Chapter XI.—Education of Native Chiefs, etc.

124. *The Aitchison College.*—The number of pupils on the rolls at the close of the year rose from 69 to 71, or 4 more than in 1903-04. Of these one reads in the Government College, 18 read in the High Department, 30 in the Middle, 6 in the Upper Primary, and 16 in the Lower Primary department. Seven boys (of whom one was not a candidate for the Diploma) took the newly established Diploma, Examination for Chiefs' Colleges, and three the Entrance Examination. During the year 13 boys left and 15 joined the institution, against 20, and 22, respectively, last year. The average age of boys entering the College during the past year was 12¼ years, which is distinctly promising from the point of view of the development of character. Steps have been taken to give effect to the reforms for Chiefs' Colleges suggested by the Ajmere Conference. In the remodelling of the Indian Staff of Masters the services of two only of the former staff have been retained. A considerable change has been made in the curriculum on the lines of the proposals of the Ajmere Conference. Law and Political Economy have been introduced into the course of studies of the two highest classes, and it is hoped that Revenue may also find a place in the curriculum during the coming year. Science and a classical language have been made alternative, and the time thus gained has been devoted to the additional teaching of English. A feature of the work is that each form has now the benefit of English teaching by Europeans.

The College was thoroughly inspected and examined by myself as the Inspector of Chiefs' Colleges from March 28th to April 1st. The examination, partly written and partly oral, showed that the instructional state of the College is satisfactory, and that a good beginning had been made on the lines of the new curriculum. I inspected, also, the buildings and boarding-houses of the College, the gymnastic and physical training of the boys, and saw the work done in the Riding School. Religious instruction has been brought into the school curriculum; a Committee of Masters and boys helps the Assistant Principal in the management of the College Games. Cricket, Hockey and Football, varied occasionally by Tennis, Badminton and Runs, are features of College outdoor life. Twenty-two boys learn riding, and it is hoped that a scheme may be evolved by which the College may provide horses for those boys whose means do not admit of their owning them. Tent-pegging and rides in the country, in the company of a master, are regularly organised. The receipts amounted to Rs. 1,04,393 (including the opening balance of Rs. 30,575) against Rs. 1,05,317 last year. The total expenditure was Rs. 79,569, leaving a credit balance of Rs. 24,824. Mr. F. A. Leslie Jones, M.A., the newly appointed Principal, took over charge of the College from the Hon'ble Lieutenant-Colonel J. B. Hutchinson on October 1st, 1904. Since that date until April 1st, 1905, Colonel Hutchinson has acted as Secretary to the Governing Body. Mr. J. C. Godley, on becoming Inspector of Schools, handed over the Principalship in July, 1904. Mr. J. Kelly, who, with the Principal, is enrolled in the Indian Educational Service, arrived to take up his duties as Assistant Principal in May, 1904. Mr. V. H. Wilson has acted as second Assistant Principal, and the permanent incumbent is expected in November next.

125. *Education of gentlemen of rank.*—The returns under this head show a total of 404 as against 413 boys of school-going age. Of these, 30 read in the Chiefs' College, 47 in other Colleges, 277 in Public Schools, 24 are taught by private tutors, 2 belonged to Native States, and 24 are under no instruction whatever. These figures cannot altogether be relied upon, as the term "gentleman of rank" is somewhat elastic.

Chapter XII.—Private Schools.

126. *Kinds of Schools.*—These schools do not accept the standards laid down by the Department or the University, and do not submit to any public test. They are—

(*a*) Advanced Schools teaching Oriental Classical Languages;
(*b*) Elementary Schools teaching a Vernacular, or the native method of accounts;
(*c*) Schools teaching religious books by rote;

(*d*) Schools opened by Missionaries, or by private persons as a means of earning a livelihood.

127. *Review.*—The number of schools has fallen from 4,701 to 4,624, and the number of pupils from 76,315 to 75,924. Of these, 2 schools are for Europeans with 16 pupils, and 636 for girls with 9,847 pupils, showing a decrease of 80 schools and 953 pupils. Vernacular Schools for boys and girls and rote schools for boys show an increase of over 1,000 pupils; the decrease is in advanced schools, other schools, and rote schools for girls. In British territory the schools have increased by 27 and the pupils by 286; in Native States they have decreased by 104 schools and 677 pupils. The number of schools examined for grants rose from 592 to 614 with a rise in the number of pupils from 21,532 to 21,622. The grants earned also rose from Rs. 36,681 to Rs. 37,094 as a result of better work. The results of all the Standard Examinations show an increase of 173 in the number of passes. The figures as a whole cannot be absolutely relied upon, as the agency by which they are obtained is not under the control of the Department.

Chapter XIII.—Education in Native States.

128. *Number of Institutions and Pupils.*—If the Oriental Department of the Patiála College be reckoned as distinct from the Arts College, there are 4 Colleges in Native States, the others being in Baháwalpur and Kapurthala. The number of students is 96 as in last year. The number of Public Schools is 242 against 243 last year. There are 53 Secondary Schools with 7,495 pupils against 53 schools and 7,855 pupils, there being a decrease of 368 pupils in the Anglo-Vernacular Schools. There are 188 Primary Schools with 6,708 pupils against 189 schools with 6,787 pupils. There is also one special school with 4 pupils against 14 pupils last year. The number of Indigenous Schools has fallen from 861 to 757 and the number of pupils from 8,844 to 8,167. The number of pupils learning English has risen by 167 from 3,638 to 3,805; in all other figures there has been a decrease. The total number of pupils has fallen from 23,596 to 22,470, the number of boys from 21,635 to 20,806, and of girls from 1,961 to 1,664.

129. *Examination results.*—There were no candidates for the M. A. For the B. A. 8 candidates appeared from Patiála, of whom 6 passed, and from Baháwalpur 1 candidate appeared, but failed to pass. In the Intermediate Examinations 11 passed out of 37. In the Entrance Examination 71 passed out of 193 on the Arts side, and one candidate appeared on the Oriental side, but failed. In the Vernacular Middle Examination 69 students appeared and 43 passed. The passes have been altogether more satisfactory than those of the previous year. The direct expenditure on Colleges has decreased by Rs. 1,821 from Rs. 21,202 to Rs. 19,381, and on schools has increased by Rs. 6,603 from Rs. 1,29,159 to Rs. 1,35,762.

130. *Inspection work.*—Our Inspectors visited schools in nine Native States.

Chapter XIV.—Discipline and Moral Training.

131. *The maintenance of well managed Hostels* is dealt with in the Chapter on Boarding-Houses.

132. *Physical Training* is an essential part of the curriculum of every school. In all Circles the Inspectors report steady progress and a keener interest both in Native and English games. Native games are indulged in everywhere, and drill and *desi kasrat* are finding favour in all classes of schools. Cricket continues to be popular, and football, tennis and hockey are being more generally played. District Tournaments were held in all the Circles; in the Delhi Circle, at Hissár, Gurgáon and Karnál; in the Jullundur Circle at Jullundur only, the other Districts being barred on account of plague; in the Amritsar Circle in all Districts except Gurdáspur; in the Lahore Circle in all Districts except Montgomery; in the Ráwalpindi Circle in all Districts; and in the Multán Circle in all Districts except Multán. Circle Tournaments were held in the Delhi Circle where the Ambála team won the Maconachie Shield; in the Lahore Circle where the Central Model School won the Sime Challenge Shield for Athletics and the Islámia High School won both the Alexandra Belt and the Khalífa Imád-ud-dín Shield for cricket; in the Ráwalpindi Circle at Siálkot; and in the Multán Circle

the ordinary Circle Tournament and a second one in connection with Mr. Merk's cup. It is gratifying to note the vast impetus given to physical training of all kinds owing to the increased number of teachers from training institutions where physical training is compulsory. In the Colleges without exception everything, so far as circumstances admit, is being done in this direction, and inter-college matches are frequent. The Hindu College, Delhi, reported on adversely in this respect last year, has secured land for football and cricket. A new feature was the Normal Schools Tournament held at Lahore. Representative teams from the five Normal Schools took part, Lahore won the Cricket, Gymnastics and Athletic Tournaments, and Multán won the Football Tournament.

In the University Sports Tournament 10 colleges entered for cricket, the Government College winning the Trophy; 5 colleges entered for football, the Forman Christian College winning the Trophy; 3 colleges entered for hockey, the Khálsa College, Amritsar, winning the Trophy; 6 colleges entered for gymnastics, the Government College winning the Trophy; and 15 colleges entered for the various events in athletics, the Forman Christian College winning the Trophy.

133. *Moral Training.*—In denominational and Mission Schools religious instruction is compulsory. In all secondary schools, teachers' associations, students' clubs and debating societies are maintained. The use of unfair means in examinations is becoming more rare. The closer observance of inter-school rules is also worthy of notice.

134. *The influence of Teachers.*—This deserves special notice. The Inspectors without exception remark on the superior tone of schools where the staff is fully qualified. This is evident on the play-ground as well as in the class-room. The Inspector, Amritsar Circle, observes: "The most efficacious moral agency is the example and personal influence of the teacher himself." The Inspector, Lahore Circle, says: "The Lahore Association of the Head Masters of the recognized High Schools continues to do useful work in connection with the enforcing of discipline and improving moral training in their schools, and the same is the case with the Teachers' Association attached to all the Secondary Schools in the interior of the District." The Inspector, Ráwalpindi Circle, remarks: "The teacher is becoming alive to his responsibility, and though the school influence is often counteracted by home surroundings, he is not quite guilty of neglecting his duties towards the moral welfare of the students placed under his charge." And so in other Circles.

Chapter XV.—Boarding-Houses.

135. *Number of Boarding-houses and residents.*—There were 293 Boarding-houses with 11,417 in residence, against 294 and 10,479, respectively, last year. Of these, 269 were for males with 10,027 in residence, and 24 were for females with 1,390 in residence. These include 22 Boarding-houses for Europeans, 7 for males with 587 in residence and 15 for females with 907 in residence. Government maintains 42 Boarding-houses, and Local Bodies 148; 43 are aided and 60 are unaided. The total expenditure for the year was Rs. 4,38,393, to which Public Funds contributed Rs. 1,41,128; Fees, Rs. 1,62,866; and Private Sources, Rs. 1,34,399.

136. *Boarding-houses maintained by Government.*—Government maintains Boarding-houses in connection with the Government College, the Central Training College, the Central Model School, the Normal Schools at Lahore, Jullundur, Delhi, Ráwalpindi and Multán, the Normal School for Women, Lahore, and the High Schools recently taken over by the Department.

137. *College Boarding-houses.*—There are 13 College Boarding-houses with 914 students in residence, against 12 and 868 last year. The Law College is still without a Boarding-house; that of the Medical College will be ready for occupation this year. In the case of the Government College an upper storey has been added to the North Wing, and six new dining rooms and three new kitchens have been provided. Three cubicles have been set apart as sick rooms—two for Hindús and one for Muhammadans. For the Gordon Mission College, land has been purchased adjoining the Boarding-house, and a bungalow as well as quarters in the Boarding-house are being erected for Professors in order to make supervision more effective. The arrangements in other College Boarding-houses call for no special remarks. There are 133 students in residence in the Government College, 167 in the Central Training College, 61 in the Oriental

College, 33 in St. Stephen's College, 202 in the Forman Christian College, 194 in the Dayanand Anglo-Vedic College, 40 in the Islámia College, 33 in the Khálsa College, Amritsar, 13 in the Hindu College, Delhi, 17 in the Gordon Mission College, Ráwalpindi, 2 in the Church Mission College, Amritsar, 3 in the Scotch Mission College, Siálkot, and 16 in St. Bede's Training College, Simla. There are also 35 in residence in the Tibiya Medical School, Delhi.

138. *School Boarding-houses.*—In the Delhi Circle there are 54 Boarding-houses, or 2 less than last year. The number of boarders has risen from 1,508 to 1,567. Three of the Boarding-houses are for Christian girls at Delhi, and have 174 boarders. There are no Boarding-houses in 4 Board and 3 Aided Schools. About a dozen Boarding-houses attached to Board Schools are still insufficient. The internal arrangements are generally satisfactory. There is no provision for medical attendance in 8 or 10 of the more important Boarding-houses. In the Jullundur Circle there are still 56 Boarding-houses, but the number of boarders has risen from 2,131 to 2,171. The Medical School, Ludhiána, the Arya Samáj Orphanage and the Deva Samáj Anglo-Vernacular Middle School, both in Ferozepore, have Boarding-houses for girls. Three Secondary Schools have no accommodation for boarders. The hired building attached to the Government High School, Jullundur, is quite unsuited for the purpose. All the Boarding-houses are generally well managed, and the larger Anglo-Vernacular institutions provide medical attendance. In the Ráwalpindi Circle the number of Boarding-houses fell from 45 to 41, but the number of boarders rose from 1,102 to 1,160. The Government High School Boarding-houses require extensive improvements in buildings and equipment. Those managed by Boards are generally inadequate, while those attached to Aided Schools are generally better built and better equipped. A good house is being built at Dalwal, the extensions at Dingah have been completed, and new buildings or extensions are under consideration by several Managers. On the whole, there is a decided improvement on last year. In the Amritsar Circle there were 58 Boarding-houses with 2,472 as against 2,047 in residence. The Boarding-houses vary in quality, and leave much to be desired. The recommendations of Inspecting Officers, recorded in Log-Books, are generally disregarded by District Boards on the plea of want of funds. The Boarding-houses for Christian girls deserve special mention on account of the excellence of their arrangements. In the Lahore Circle there are 17 Boarding-houses for boys and 2 for girls with 564 and 135 boarders, respectively. The Boarding-house at Padhána in the Lahore District has been reconstructed, and that at Dipálpur, as well as its furniture, improved. The arrangements for furniture, in-door amusements, light and healthy literature are the chief wants in these institutions, but the Boarding-house of the Central Model School deserves special mention for the care shown in its arrangement. The Lahore Normal School Boarding-house (which is designed to accommodate in separate portions students of the Central Model School as well) was occupied by the Normal School students during the year; but the omission on the part of the Public Works Department to provide the necessary kitchens, bath-rooms, latrines, &c., has rendered it necessary for the Central Model School students to inhabit temporarily their old quarters in the Training College Boarding-house. It is most necessary that the provision of these out-offices be taken in hand at once; there can hardly be anything more urgent. When complete, this Boarding-house should be one of the best in the Province. A separate Superintendent, for whom excellent quarters have been provided, has been engaged during the year for this Boarding-house. In the Multán Circle there are 26 against 27 Boarding-houses, but the number of boarders has risen from 682 to 746. Only 2 Secondary Schools are without Boarding-houses. The Boarding-house at Lyallpur is not suitable. In a few other places the accommodation is insufficient. Only four Boarding-houses have medical attendance provided. In a few places boarders' clubs have been instituted and a few instructive books provided. Sets of gymnastic apparatus have also been given in a few cases. Throughout the Province there is a decided improvement in the internal arrangements for the comfort and welfare of the boarders, mentally as well as physically, and the effect of improved superintendence is seen in the discipline and better management of the boarders as a whole. The Normal School for Women, Lahore, opened in January 1905, had 6 boarders on the 31st of March.

Chapter XVI.—Educational Conferences.

139. There were no Conferences or Exhibitions during the year under report, but three Conferences were held early in the current year, and will be reported on in next Annual Report.

The Conferences were on—

(1). Commercial Education ;
(2). Female Education ;
(3). Departmental Work.

Chapter XVII.—Preparation and Distribution of Text-Books.

140. *Review of the work of the Text-Book Committee.*—A good deal of work of an important character has been accomplished. The contract for the printing, publication and sale of text-books has been finally settled. The text-books were divided into six lots, for each of which tenders were invited from all the firms approved by the Committee. They were all finally allotted to the firm of Rái Sáhib Munshi Guláb Singh and Sons of Lahore, at rates of 1,000 and 1,250 pages to the rupee according to the class of work.

A large number of Rural Schools have been opened and many more will be opened throughout the Province A Primer and 4 Readers have been prepared for these schools, and translations in Hindi and Panjábi will soon be in the hands of the Printers. A set of Readers for Industrial and Indigenous Industrial Schools are in preparation. The Manual of Kindergarten Methods and the Manual of School Management are being translated into Hindi and Panjábi ; a simplified version of the latter for Female Teachers is in hand. The *Manual of Precis-writing and of Correspondence* has been brought up to date The Geographical Readers of six Districts, of India, of Asia, and of the World have been brought up to date.

Three new District Readers are in hand, and a Panjábi translation of 6 other Geographical Readers has been finished. It has been decided that the time has come when the Committee must provide its own drawings for the illustration of its text-books, etc., and a special staff is to be appointed for this work, and also to prepare and revise text-books. The Punjab Government has kindly given a special grant of Rs 20,000 for this purpose. The General Committee met 8 times and the Sub-Committees 47 times ; altogether 55 meetings as against 45 last year. The number of publications considered was 409, of which 225 were either recommended for adoption as text-books, placed in the Reference Library, or purchased for presentation to schools. Altogether 50 sets of books were purchased for presentation at a cost of Rs. 2,234. The Reference Library and Museum have been largely used ; 714 volumes have been added to the library.

141. *Translation Department.*—The Central Training College Translation Staff translated 2 books and several circulars and reviewed or reported on 11 books.

142. *The printing and distribution of Text-Books.*—The total number of new books or editions published by Rái Sáhib Munshi Guláb Singh and Sons was 76, and the number of copies 775,450. The new contract was not entered into till February, 1905 ; but previous to this date the firm was permitted to publish, from time to time, what was necessary to meet the requirements of the schools.

143. *Finance.*—The opening balance was Rs. 14,611 against Rs. 10,076 ; the receipts amounted to Rs. 69,724 against Rs. 17,138 ; and the disbursement to Rs. 17,093 against Rs. 12,603. The closing balance was Rs. 67,242 against Rs. 14,611 ; but this sum includes Rs. 34,900 received on account of royalty from the contractors, and Rs. 20,000 special grant. The thanks of the Department are due to the members of the Text-Book Committee for a hard year's work.

W. BELL,
Director of Public Instruction, Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1904-1905.

(For Details, see General Table III).

Area and Population.			Institutions and Scholars.		Public Institutions.							Private Institutions.		Grand Total.	Percentage of	
					Collegiate Education.		*School Education, General.*		*School Education, Special.*							
Total Area in Square Miles.	Number of Towns and Villages.	Population.			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	
	Towns ... 228	Males 13,352,514	Institutions.	For Males...	15	3	338	2,514	5	17	2,892	306	3,682	6,880	Institutions to number of towns and villages.	15·67
	Villages ... 43,660	Females 11,402,223		For Females	...	1	36	364	1	8	410	1	635	1,046		2·38
	Total ... 43,888	Total ... 24,754,737		Total ...	15	4	374	2,878	6	25	3,302	307	4,317	7,926		18·05
			Scholars	Males ...	1,378	605	64,735	112,410	363	2,179	181,720	4,950	59,086	245,756	Male scholars to male population of school-going age.	12·27
				Females ...	...	24	3,003	13,814	40	438	17,319	124	11,764	29,207	Female scholars to female population of school-going age.	1·71
				Total ...	1,378	629	67,788	126,224	403	2,617	199,039	5,074	70,850	274,963		7·40

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8
1. *Institutions* { For Males	Rs. 2,50,444	Rs. 1,55,646	Rs. 11,86,509	Rs. 5,13,037	Rs. 52,131	Rs. 1,47,215	Rs. 23,04,982
For Females ...	...	11,240	1,58,954	92,701	1,935	21,426	2,86,256
Total ...	2,50,444	1,66,886	13,45,463	6,05,738	54,066	1,68,641	25,91,238
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	6·16	9·09	12·98	1·56	3·83	6·16	39·78
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·07	·49	16·55	53·16	·01	·23	70·51
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction,	1·14	1·09	56·52	20·86	...	3·21	82·82
(*d*).—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	5·77	3·85	31·02	13·96	1·25	3·89	59·74
3. Average Annual Cost of educating each Pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues.	340 5 5	270 11 4	4 12 2	3 4 4	137 7 5	63 4 4	27 9 6
Government Institutions. Cost to Local and Municipal Funds.	...	15 3 3	10 13 4	3 8 5	0 1 9	1 15 8	8 14 10
Government Institutions. Total Cost ...	429 5 2	317 0 6	36 11 10	10 11 3	137 9 2	93 1 5	57 4 4
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	0 0 3	...	...	0 0 3
Local Fund Schools. Cost to Local Funds ...	...	...	4 5 5	4 5 4	...	5 15 5	4 5 5
Local Fund Schools. Total Cost ...	...	...	8 5 3	4 13 3	...	16 4 11	5 8 0
Municipal Schools. Cost to Provincial Revenues.	...	...	0 0 10	0 3 8	...	...	0 2 0
Municipal Schools. Cost to Municipal Funds	...	...	4 14 5	5 9 0	...	20 13 6	5 5 4
Municipal Schools. Total Cost ...	...	...	12 14 11	7 2 8	...	21 8 6	10 9 2
Institutions in Native States. Cost to Native State Revenues.	227 4 9	...	10 8 5	4 6 9	...	72 8 0	8 11 4
Institutions in Native States. Cost to Local and Municipal Funds.	...	...	0 15 1	0 7 11	...	...	0 11 4
Institutions in Native States. Total Cost ...	230 11 7	...	13 8 4	5 6 8	...	72 8 0	10 11 1
Aided Institutions. Cost to Provincial Revenues.	44 15 6	...	8 14 4	0 8 5	...	1 12 5	4 2 4
Aided Institutions. Cost to Local and Municipal Funds.	3 1 9	...	2 5 10	1 5 8	...	3 10 8	1 12 3
Aided Institutions. Total Cost ...	160 5 7	...	30 13 3	4 3 10	...	14 0 6	16 0 5
Unaided Institutions—Total Cost ...	118 8 2	180 1 0	20 2 8	3 0 2	...	85 9 11	20 2 2
All Institutions. Cost to Provincial Revenues.	64 0 7	220 5 9	2 12 6	0 2 11	137 7 6	34 1 5	2 14 9
All Institutions. Cost to Local and Municipal Funds.	3 3 2	11 12 7	4 8 6	3 5 8	0 1 8	4 14 1	3 12 9
All Institutions. Total Cost ...	184 4 6	286 4 1	20 6 4	4 15 8	137 9 2	65 15 8	13 7 4

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1904-1905.

General Table IV.)

Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,04,447	80,004	2,10,879	1,72,507	4,80,281	96,598	6,01,661	17,46,377	43,37,615
1,04,447	80,004	2,10,879	1,72,507	4,80,281	96,598	6,01,661	17,46,377	43,37,615
2·89	4·93	12·78	4·89	21·85	3·85	9·03	60·22	100
·01	...	3·06	8·42	10·84	2·39	4·77	29·49	100
·01	...	·82	4·17	5·06	·80	6·32	17·18	100
2·41	·1·84	4·86	3·98	11·07	2·23	13·87	40·26	100

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

CLASS OF INSTITUTIONS.	Under Public Management.											
	Managed by Government.				*Managed by District or Municipal Boards.*				*Maintained by Native States.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education.												
ARTS COLLEGES.												
English	1	175	173	151	...	...	...	...	3	67	61	57
Oriental	...	...	...	...	...	...	...	...	1	29	23	26
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	274	278	270	...	...	...	...	...	...	..	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching for Males	1	169	174	164	...	...	...	...	...	...	...	...
„ „ Females	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	618	625	585	...	...	...	...	4	96	84	83
School Education, General.												
SECONDARY SCHOOLS.												
For boys — High Schools	29	9,433	9,139	7,783	4	1,143	1,127	904	14	2,645	2,566	1,948
For boys — Middle Schools — English ...	3	429	386	305	49	9,466	9,460	7,788	27	3,906	3,604	2,777
For boys — Middle Schools — Vernacular	...	...	...	...	107	16,656	16,486	13,427	11	878	871	616
For Girls — High Schools	2	302	288	287	...	...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	6	568	586	441	1	66	35	19
Total	34	10,164	9,813	8,375	166	27,833	27,659	22,560	53	7,495	7,076	5,360
PRIMARY SCHOOLS.												
For Boys	12	1,331	1,304	1,058	1,649	78,081	74,471	59,977	167	6,010	6,644	4,607
For Girls	...	...	...	...	196	6,930	6,573	4,867	21	698	698	545
Total	12	1,331	1,304	1,058	1,845	85,011	81,044	64,844	188	6,708	7,342	5,152
School Education, Special.												
SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools for Masters	5	363	360	339	...	...	...	...	...	...	...	...
„ „ for Mistresses ...	1	40	33	28	...	...	...	...	...	...	...	...
Schools of Art	1	(a)333	337	258	...	...	...	...	...	...	...	...
Law Schools	...	...	..	...	...	...	...	...	...	...	...	...
Medical Schools	1	325	328	320	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	1	4	4	1
Technical and Industrial Schools ...	1	424	460	354	(d)4	398	373	294	...	...	...	...
Commercial Schools	1	68	59	45	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	34	25	24	...	...	...	...	...	...	...	...
Other Schools	1	153	154	138	...	...	...	...	...	...	...	...
Total	12	1,740	1,756	1,506	4	398	373	294	1	4	4	1
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	61	13,853	13,498	11,524	2,015	113,242	109,076	87,698	246	14,303	14,506	10,596

PRIVATE INSTITUTIONS ... ...

1. *Advanced Teaching—*
   - (a). Arabic or Persian ... ...
   - (b). Sanskrit ... ...
   - (c). Any other Oriental Classic ... ...
2. *Elementary, teaching a Vernacular only or mainly* ... ...
3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote* ...
4. *Other Schools not conforming to Departmental Standards* ... ...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1904-1905.

INSTITUTIONS.										
UNDER PRIVATE MANAGEMENT.										
Aided by Government or by District or Municipal Boards.				*Unaided.*						
Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	REMARKS.
14	15	16	17	18	19	20	21	22	23	
4	524	546	483	5	497	476	408	13	1,263	(*a*) CLASSIFICATION—
1	86	80	65	...	...	...	...	2	115	*I. The Elementary Department—*
										Section A.—One hundred and five boys. All learn free-hand drawing from flat copies and elementary modelling in clay; 30 learn chip carving; 6 blacksmithy; 4 repoussé work; and 65 decorative painting.
...	...	...	...	1	170	112	102	1	170	
...	...	...	...	...	...	...	...	1	274	
...	...	...	...	...	...	...	...	...	...	*Section B.*—Fifty-two boys. All learn advanced free-hand drawing, plan and elevation, practical plane and solid geometry and elementary modelling in clay and model drawing; 12 carving and joinery; 6 blacksmithy; and 34 decorative painting.
...	...	...	...	...	...	...	..	1	169	
...	...	...	...	1	16	19	18	1	16	
...	...	...	...	...	...	...	...	...	...	
5	610	626	548	7	683	607	528	19	2,007	*II. The Industrial Department—*
								...		*Section A.*—Fifty-five youths. All learn architectural drawing, building construction, modelling in clay and casting in plaster, light and shade, perspective; 19 decorative drawing and design; 20 carving and joinery; 12 repoussé work; and 4 blacksmithy.
35	9,873	9,542	8,165	22	5,502	5,270	4,319	104	28,596	
29	3,986	3,784	3,136	8	782	761	643	116	18,569	
...	...	...	...	...	...	...	...	118	17,534	*Section B.*—Special class; 20 youths in various handicrafts and special work; 2 modelling; 10 painting; 4 joinery; 2 blacksmithy; and 2 repoussé work;
8	716	640	572	1	65	55	41	11	1,087	
11	742	689	636	1	37	38	30	12	779	
6	593	632	446	...	...	...	...	13	1,227	*III. The Draftsmen's Department*
										Thirty youths. All learn architectural design, building construction, estimating, surveying, modelling in clay and terra-cotta work, applied design for building decoration; 9 joinery and carving; 19 painting; and 2 blacksmithy.
89	15,910	15,287	12,955	32	6,386	6,124	5,033	374	67,788	
559	21,894	21,551	17,655	136	5,181	4,505	3,664	2,514	112,497	*IV. The Teachers' Department—*
123	5,169	5,225	3,884	24	930	687	565	364	13,727	Fourteen students. All learn drawing to scale, model drawing, conventional design, chart making, elementary perspective, and practical teaching in the Elementary Department.
673	27,063	26,776	21,539	160	6,111	5,192	4,229	2,878	126,224	*Engineering Class.*—Fifty-seven youths. All learn elementary building drawing, estimating building material, building construction, surveying, levelling, and revision of mathematics.
...	...	...	...	...	...	...	...	5	363	(*b*) One hundred and fifteen learn Yunáni system of medicine through the medium of Arabic and Urdu, and 21 through the medium of Persian and Urdu; and 8 learn Vedic system of medicine through the medium of Sanskrit and Hindi.
...	...	...	...	...	...	...	...	1	40	
...	...	...	...	...	...	...	...	1	333	
...	...	...	...	...	...	...	...	...	...	
3	(*b*) 144	115	112	1	(*c*) 43	41	40	5	512	
...	...	...	...	...	...	...	...	1	4	(*c*) Medical School for Women—
(*e*) 6	400	384	336	(*f*) 3	254	242	205	(*g*) 14	1,476	17 attend Medical Class.
...	...	...	...	...	...	...	...	1	68	7 attend Compounders' Class.
...	...	...	...	...	...	...	...	...	...	11 attend Nurses' Class.
...	...	...	...	...	...	...	...	1	34	8 attend Dáis' Class.
...	...	...	...	1	37	34	33	2	190	(*d*) Three Boys' Schools and one Girls' School.
										(*e*) Four Girls' Schools and two Boys' Schools.
										(*f*) Two Girls' Schools and one Boys' School.
9	544	499	448	5	334	317	278	31	3,020	(*g*) Seven hundred and twenty-three boys learn drawing; 598 carpentry; 143 smith's work; 68 wood-working; 4 rubber stamp making; 34 engraving; 95 weaving; 92 tailoring; 2 dyeing; 2 photography; 20 boys prepare themselves as typists and short-hand writers; 91 girls learn needlework; 91 spinning; and 28 embroidery.
776	44,127	43,188	35,490	204	13,514	12,240	10,068	3,302	199,039	
										(*h*) Includes 1 Girls' School with 66 scholars.
...	...	...	...	...	...	...	...	224	3,635	
...	...	...	...	...	...	...	...	(*h*) 83	(*h*) 1,439	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	For Boys...		1,504	27,444	
						For Girls...		163	2,501	
...	...	...	...	...	...	For Boys...		2,144	31,850	
						For Girls...		454	6,047	
...	...	...	...	...	...	For Boys...		34	1,775	
						For Girls...		18	1,233	
						Total	...	4,624	75,924	
						GRAND TOTAL	...	7,926	274,963	

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1904-1905.

	CLASS OF INSTITUTIONS.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.		
		24	25	26	27	28	29	30	31	32	33	34	35	36
Collegiate Education.	ARTS COLLEGES.													
	English	1,263	909	...	4	46	120	806	282	...	1	4	...	...
	Oriental	72	96	15	...	...	48	18	49	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.													
	Law	159	...	11	...	4	9	126	31	...	...	...	...	...
	Medicine	274	...	...	6	4	20	221	23	...	...	...	8	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching for Males	66	...	103	...	1	20	96	52	...	...	...	...	...
	" " Females	16	4	14	16	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	1,850	1,009	143	26	55	217	1,267	437	...	1	4	8	...
School Education, General.	SECONDARY SCHOOLS.													
	For Boys — High Schools	21,041	20,140	26,007	637	512	3,203	14,864	9,303	3	18	56	...	...
	For Boys — Middle Schools — English	9,722	8,869	17,614	428	167	2,043	9,775	6,113	..	2	41	104	...
	For Boys — Middle Schools — Vernacular	...	8,270	17,534	...	11	2,650	8,971	5,885	...	...	17	...	...
	For Girls — High Schools	1,083	87	500	910	153	...	7	5	...	8	...	...	100
	For Girls — Middle Schools — English	657	4	307	515	213	...	16	...	...	14	21	...	90
	For Girls — Middle Schools — Vernacular	11	136	1,227	...	198	48	779	202	...	...	...	...	...
	Total	32,514	37,506	63,189	2,490	1,254	7,944	34,412	21,508	3	42	135	104	190
	PRIMARY SCHOOLS.													
	For Boys	1,589	16,587	112,497	88	860	12,535	50,797	47,462	23	3	729	197	...
	For Girls	51	438	13,581	23	437	962	8,321	3,929	5	4	46	...	110
	Total	1,640	17,025	126,078	111	1,297	13,497	59118	51,391	28	7	775	197	110
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.													
	Training Schools for Masters	...	363	363	...	2	74	128	159	...	...	...	...	...
	" " " Mistresses	...	...	...	...	...	6	19	15	...	...	...	...	...
	Schools of Art	...	...	...	...	1	23	160	147	...	...	2	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical Schools	17	138	404	10	29	11	252	210	...	...	...	...	...
	Engineering and Surveying Schools	4	...	4	...	...	1	3	...	...	...	...	...	...
	Technical and Industrial Schools	239	...	1,289	2	225	33	647	567	...	...	2	...	43
	Commercial Schools	68	...	24	2	2	7	29	28	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools	...	...	34	...	...	...	17	17	...	...	...	...	...
	Other Schools	...	3	13	...	...	4	76	105	5	...	...	...	...
	Total	328	504	2,131	14	259	159	1,331	1,248	5	...	4	...	43
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	36,332	56,044	191,541	2,641	2,865	21,817	96,128	74,584	36	50	918	309	343
Private Institutions.	1. *Advanced Teaching*—													
	(a) Arabic or Persian	45	3,302	459	...	...	56	356	3,207	...	...	16	58	...
	(b). Sanskrit	...	1,433	6	...	...	1,141	297	...	...	...	1	...	...
	(c). Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...	...	...	...
	2. *Elementary, teaching a Vernacular only or mainly* — For Boys	77	5,177	24,161	...	290	2,700	16,017	8,351	...	...	86	650	...
	2. *Elementary, teaching a Vernacular only or mainly* — For Girls	...	859	1,843	...	74	137	1,451	839	...	...	...	...	379
	3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote* — For Boys	...	31,508	575	...	...	457	276	31,074	...	...	43	2,848	...
	3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote* — For Girls	...	6,044	7	...	...	14	42	5,991	...	...	...	...	1,143
	4. *Other Schools not conforming to Departmental Standards* — For Boys	945	731	1,542	6	36	342	989	388	...	...	14	12	...
	4. *Other Schools not conforming to Departmental Standards* — For Girls	132	9	1,117	10	26	106	534	537	...	...	20	...	5
	Total	1,199	49,063	29,710	16	426	4,953	19,962	50,387	...	...	180	3,568	1,527
	GRAND TOTAL	37,531	105,107	221,251	2,657	3,291	26,770	116,090	124,971	36	50	1,098	3,877	1,870

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1904-1905.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male ...	4	46	120	806	282	...	1	4
	Female ...	...	...	...	...	...	...	...	...
Oriental	Male ...	...	...	48	18	49	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male ...	...	4	9	126	31	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medicine	Male ...	...	2	20	221	23	...	...	...
	Female ...	6	2	...	...	...	...	...	...
Engineering	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Teaching	Male ...	...	1	20	96	52	...	...	...
	Female ...	16	...	...	...	...	...	...	...
Agriculture	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
	Total	26	55	217	1,267	437	...	1	4
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male ...	637	512	3,203	14,864	9,303	3	18	56
	Female ...	...	...	...	...	...	...	...	...
Middle Schools—									
English	Male ...	324	167	2,043	9,775	6,113	...	2	41
	Female ...	104	...	...	...	...	...	...	...
Vernacular	Male ...	...	11	2,650	8,971	5,885	...	...	17
	Female ...	...	...	...	...	...	...	...	...
For Girls—									
High Schools	Male ...	100	...	...	...	...	...	...	...
	Female ...	810	153	...	7	5	...	8	...
Middle Schools—									
English	Male ...	87	...	...	...	...	...	3	...
	Female ...	428	213	...	16	...	...	11	21
Vernacular	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	198	48	779	202	...	...	...
	Total	2,490	1,254	7,944	34,412	21,508	3	42	135
Primary Schools—									
For Boys	Male ...	51	823	12,525	50,747	47,403	23	3	725
	Female ...	37	37	10	50	59	...	...	4
For Girls	Male ...	4	...	3	98	3	...	2	...
	Female ...	19	437	959	8,223	3,926	5	2	46
	Total	111	1,297	13,497	59,118	51,391	28	7	775
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male ...	...	2	74	128	159	...	...	...
	Female ...	...	...	6	19	15	...	...	...
Schools of Art	Male ...	...	1	23	160	147	...	...	2
	Female ...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1904-1905.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*concluded.*									
Schools for Special Instruction—concluded.									
Law Schools	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medical Schools	Male ...	...	1	11	252	205	...	...	...
	Female ...	10	28	...	...	5	...	...	...
Engineering and Surveying Schools.	Male ...	...	...	1	3	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Industrial Schools ...	Male ...	2	93	29	426	529	...	...	2
	Female ...	...	132	4	221	38	...	...	...
Reformatory School ...	Male ...	...	...	...	17	17	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Other Schools *	Male ...	2	2	11	105	133	5	...	...
	Female ...	...	...	...	...	...	...	...	...
Total		14	259	159	1,331	1,248	5	...	4
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,641	2,865	21,817	96,128	74,584	36	50	918
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian ...	Male ...	...	...	56	356	3,149	...	...	16
	Female ...	...	...	...	...	58	...	...	...
(*b*) Sanskrit	Male ...	...	...	1,136	236		...	...	1
	Female ...	...	...	5	61		...	...	...
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...		...	...	...
	Female ...	...	...	...	...		...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male ...	...	238	2,699	15,872	902	...	...	83
	Female ...	...	52	1	145	449	...	...	3
For Girls	Male ...	...	...	3	49	27	...	...	...
	Female ...	...	74	134	1,402	12	...	...	...
3. ELEMENTARY TEACHING—THE QURAN, SHASTRAS, &C.—									
For Boys	Male ...	...	...	457	276	28	...	...	41
	Female ...	...	...	...	...	6	...	...	2
For Girls	Male ...	...	...	...	...	3	...	...	...
	Female ...	...	...	14	42	4	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.									
For Boys	Male ...	4	26	342	989		...	...	14
	Female ...	2	10	...	...		...	...	...
For Girls	Male ...	5	...	...	...		...	...	...
	Female ...	5	26	106	534		...	...	20
TOTAL OF PRIVATE INSTITUTIONS		16	426	4,953	19,962			...	180
GRAND TOTAL		2,657	3,291	26,770	116,090		36	50	1,098

* Under this head are shown Veterinary College, Lahore, Music School, Mi
Commercial School, Amritsar.

the Clerical and

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1904-1905.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																						
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*																		
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Collegiate Education. Teaching Males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Teaching Females ...	...	...	...	...	...	...	...	...	1	16	19	18	1	16	16	4	14	16	...	...	...	...	...	...	...	...	...	
Total ...	...	...	...	...	...	...	...	...	1	16	19	18	1	16	16	4	14	16	...	...	...	...	...	...	...	...	...	
School Education, General. SECONDARY SCHOOLS.																												
For Boys High Schools ...	2	362	346	331	3	261	269	259	1	23	30	30	6	646	646	123	531	629	...	...	1	4	...	12	...	...	...	
For Boys Middle Schools, English.	...	...	...	...	8	428	412	335	...	...	...	...	8	428	385	65	131	428	...	...	...	...	...	...	...	104	...	
For Girls High Schools ...	2	302	288	287	6	542	456	407	1	65	55	41	9	909	909	4	326	909	...	...	...	...	...	...	...	...	100	
For Girls Middle Schools, English.	...	...	...	...	9	530	470	426	...	...	...	...	9	530	530	...	59	515	1	...	...	...	...	14	...	...	90	
Total ...	4	664	634	618	26	1,761	1,607	1,427	2	88	85	71	32	2,513	2,470	192	1,047	2,481	1	...	1	4	...	26	...	104	190	
PRIMARY SCHOOLS.																												
For Boys	...	...	...	...	2	87	68	57	...	...	...	...	2	87	87	...	19	87	...	...	...	...	...	...	...	37	...	
„ Girls	...	...	...	...	2	27	28	22	...	...	...	...	2	27	27	2	...	23	...	...	...	...	...	4	...	...	6	
Total ...	...	...	...	...	4	114	96	79	...	...	...	...	4	114	114	2	19	110	...	...	...	...	...	4	...	37	6	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	4	664	634	618	30	1,875	1,703	1,506	3	104	104	89	37	2,643	2,600	198	1,080	2,607	1	...	1	4	...	30	...	141	196	
PRIVATE INSTITUTIONS .. Other Schools not conforming to Departmental Standard ... ... For Boys ...													1	6	6	...	1	6	...	...	...	...	...	...	...	2	...	
„ Girls ...													1	10	10	..	...	10	...	...	...	...	...	...	...	...	5	
TOTAL													2	16	16	...	1	16	...	...	...	...	...	...	...	2	5	
GRAND TOTAL													39	2,659	2,616	198	1,081	2,623	1	...	1	4	...	30	...	143	201	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							*Managed*	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.									
Collegiate Education. — English	58,879	...	...	15,394	...	...	74,273	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education. — Law	...	...	...	...	...	...	...	...	...
Collegiate Education. — Medicine	65,585	2,914	3,674	14,066	...	...	86,239	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	56,776	196	87	...	...	...	57,059	...	...
Collegiate Education. — Teaching — For Females	...	...	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...	...
Total	1,81,240	3,110	3,761	29,460	...	...	2,17,571	...	...
SECONDARY SCHOOLS.									
School Education, General. — For Boys — High Schools	40,852	9,892	89,741	1,58,610	205	*a* 29,779	3,29,079	...	1,567
School Education, General. — For Boys — Middle Schools — English	...	1,400	5,252	3,521	...	178	10,351	...	16,269
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	68,297
School Education, General. — For Girls — High Schools	5,873	...	...	4,232	...	*b* 11,012	21,117	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...	742	183
Total	46,725	11,292	94,993	1,66,363	205	40,969	3,60,547	742	86,316
PRIMARY SCHOOLS.									
School Education, General. — For Boys	4,262	...	4,597	3,938	16	1,141	13,954	...	2,89,460
School Education, General. — For Girls	...	...	...	...	...	...	...	3,548	19,072
Total	4,262	...	4,597	3,938	16	1,141	13,954	3,548	3,08,532
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special. — Training Schools for Masters	52,089	42	...	...	...	...	52,131	...	...
School Education, Special. — Training Schools for Mistresses	1,935	...	...	...	...	...	1,935	...	...
School Education, Special. — Schools of Art	21,481	...	...	642	...	...	22,123	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	13,843	...	...	5,797	...	...	19,640	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...
School Education, Special. — Technical and Industrial Schools	8,248	...	...	294	...	...	8,542	...	811
School Education, Special. — Commercial Schools	...	...	2,698	1,898	...	...	4,596	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	14,021	...	...	...	...	...	14,021	...	...
School Education, Special. — Other Schools	28,644	...	...	2,200	...	*c* 27,111	57,964	...	...
Total	1,40,261	42	2,698	10,840	...	27,111	1,80,952	...	811
Buildings	1,99,385	594	17,402	...	...	1,681	2,18,972	23,697	68,045
Furniture and Apparatus (Special Grants only)	45,483	486	2,757	...	65	*d* 3,406	52,191	...	14,639
Total	2,44,868	984	20,159	...	65	5,087	2,71,163	23,697	82,684
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION...	6,17,356	15,428	1,26,208	2,10,601	286	74,308	10,44,187	27,987	4,78,343

a. Includes Rs. 13,646 from Imperial Revenues.
b. ,, Rs. 7,894 from Imperial Revenues.
c. From Imperial Revenues.
d. Includes Rs. 1,093 from Imperial Revenues.

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1904-1905.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.	
by District or Municipal Boards.					*Managed by Native States.*							*Aided by Government or by District or Municipal Boards.*	
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	15,373	...	...	288	...	...	15,661	14,400	325
...	...	...	...	...	3,720	...	...	...	...	...	3,720	13,749	110
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	19,093	...	...	288	...	...	19,381	28,149	435
6,951	15,413	...	14	23,945	24,580	3,974	...	6,302	4,832	...	39,688	70,377	2,866
37,305	81,152	1,870	721	1,37,317	43,165	2,681	...	2,809	...	...	48,655	18,456	3,592
16,676	37,724	249	65	1,23,011	5,987	...	...	618	...	...	6,605	...	...
...	...	...	...	...	...	...	...	...	...	...	...	21,588	...
...	...	...	...	...	...	...	...	...	...	...	...	16,170	395
9,296	...	...	..	10,221	738	...	...	...	...	...	738	9,428	169
70,228	1,34,289	2,119	800	2,94,494	74,470	6,655	...	9,729	4,832	...	95,686	1,36,019	7,022
35,224	51,520	305	198	3,76,707	29,592	2,025	731	2,562	...	1,135	35,955	6,614	25,119
23,273	71	...	3	45,967	2,069	862	...	...	...	...	3,831	7,531	2,482
58,497	51,591	305	201	4,22,674	32,471	2,887	731	2,562	...	1,135	39,786	14,145	27,601
...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	429	6
...	...	...	...	...	290	...	...	...	...	...	290	...	...
5,940	471	...	99	7,321	...	...	...	...	...	...	...	459	623
...	...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	..
...	...	...	...	...	..	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
5,940	471	...	99	7,321	290	...	...	...	...	...	290	887	·629
...	...	...	215	91,957	30,435	152	...	...	120	...	30,707	71,741	...
...	..	53	5	14,697	4,277	179	20	...	50	...	4,526	6,402	...
...	...	53	220	1,06,654	34,712	331	20	...	170	...	35,233	78,143	...
...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*								
	UNDER PRIVATE MANAGEMENT—*concluded.*								
	Aided by Government or by District or Municipal Boards—concluded.					*Unaided.*			
	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	25	26	27	28	29	30	31	32	33
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — ARTS COLLEGES.									
English	1,475	35,419	6,108	22,045	79,772	16,667	12,884	*a* 26,859	56,410
Oriental	37	262	773	5,677	20,608	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Law	...	...	...	...	...	10,952	...	1,396	12,348
Medicine	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...
Teaching — For Males	...	...	...	...	...	...	...	...	...
Teaching — For Females	...	...	...	...	...	1,243	...	*b* 9,997	11,240
Agriculture	...	...	...	...	...	...	...	...	...
Total	1,512	35,681	6,881	27,722	1,00,380	28,862	12,884	38,252	79,998
School Education, General. — SECONDARY SCHOOLS.									
For Boys — High Schools	25,000	1,15,842	10,679	45,233	2,69,997	69,488	13,933	22,532	1,05,953
For Boys — Middle Schools — English	3,454	30,959	5,571	16,619	78,651	6,757	2,531	3,969	13,257
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...	...	...
For Girls — High Schools	...	26,339	760	23,850	72,537	3,705	...	...	3,705
For Girls — Middle Schools — English	...	6,133	3,874	7,941	34,513	357	130	100	587
For Girls — Middle Schools — Vernacular	688	317	1,392	3,542	15,536	...	...	...	...
Total	29,142	1,79,590	22,276	97,185	4,71,234	80,307	16,594	26,601	1,23,502
PRIMARY SCHOOLS.									
For Boys	5,107	12,707	8,247	14,732	72,526	4,294	5,794	*c* 3,807	13,895
For Girls	3,552	937	6,262	20,249	41,013	...	848	1,042	1,890
Total	8,659	13,644	14,509	34,981	1,13,539	4,294	6,642	4,849	15,785
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools for Masters	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	304	3,177	...	...	13,111	13,111
Medical Schools	1,201	...	1,238	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	2,736	3,825	764	3,304	*d* 8,523	12,591
Technical and Industrial Schools	...	7	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	...	...	120	1,320	1,440
Other Schools	...	...	...	...	...	...	...	...	...
Total	1,201	7	1,238	3,040	7,002	764	3,424	22,954	27,142
Buildings	...	...	1,521	16,627	89,889	...	13,450	*e* 35,306	48,756
Furniture and Apparatus (Special Grants only)	...	...	2,067	6,544	15,013	...	2,627	*f* 7,544	10,171
Total	...	...	3,588	23,171	1,04,902	...	16,077	42,850	58,927
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	40,514	2,28,922	48,492	1,86,099	7,97,057	1,14,227	55,621	1,35,506	3,05,354

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1904-1905.

TOTAL EXPENDITURE FROM								
				ALL OTHER SOURCES.				
					Public.			
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial Contributions.	GRAND TOTAL.	REMARKS.
34	35	36	37	38	39	39a	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
73,279	325	3,875	67,768	65,496	15,373	...	2,26,116	*a.* Includes Rs. 2,400 paid from Municipal Funds to the Khálsa College, Amritsar.
13,749	110	37	262	6,450	3,720	...	24,328	
...	...	...	10,952	1,396	...	...	12,348	
65,585	2,914	3,674	14,066	...	...	...	86,239	
...	...	...	...	...	...	...	...	
56,776	196	87	...	...	...	...	57,059	
6,110	...	...	1,243	3,887	...	...	11,240	*b.* Includes Rs. 6,110 paid from Provincial Revenues to St. Bede's College, Simla, on account of stipends to students.
...	...	...	...	...	...	...	...	
2,15,499	3,545	7,673	94,291	77,229	19,093	...	4,17,330	
1,11,229	14,325	1,21,692	3,65,655	1,17,535	24,580	13,646	7,68,662	
18,456	21,261	46,011	1,25,198	34,140	43,165	...	2,88,231	
...	68,297	16,676	38,342	314	5,987	...	1,29,616	
27,461	...	...	34,276	27,728	...	7,894	97,359	
16,170	395	...	6,490	12,045	...	...	35,100	
10,170	352	9,984	317	4,934	738	...	26,495	
1,83,486	1,04,630	1,94,363	5,70,278	1,96,696	74,470	21,540	13,45,463	
10,977	3,14,579	44,928	75,021	38,030	29,502	...	5,13,037	*c.* Includes Rs. 101 paid from Provincial Revenues.
11,079	21,554	26,825	1,008	29,266	2,969	...	92,701	
22,056	3,36,133	71,753	76,029	67,296	32,471	...	6,05,738	
52,089	42	...	...	...	...	...	52,131	
1,935	...	...	...	...	...	...	1,935	
21,481	...	...	642	...	...	...	22,123	
...	...	...	...	...	...	...	...	
14,271	6	1,201	5,797	14,653	...	...	35,928	
...	...	...	...	...	290	...	290	
8,707	1,434	7,140	1,536	13,462	...	...	32,279	*d.* Includes Rs. 1,200 paid from Municipal Funds to the Victoria Diamond Jubilee Hindu Technical Institute, Lahore.
...	...	2,698	1,898	...	...	...	4,596	
...	...	...	...	...	...	...	...	
14,021	...	...	...	...	...	...	14,021	
28,644	...	...	2,209	1,440	...	27,111	59,404	
1,41,148	1,482	11,039	12,082	29,555	290	27,111	2,22,707	
3,08,823	68,549	17,402	...	55,072	30,435	...	4,80,281	*e.* Includes Rs. 5,000 paid from Provincial Revenues on account of building grant to Dev Samáj Bálak Vidyála, Ferozepore, and Rs. 9,000 to St. Bede's College, Simla.
54,408	15,119	2,757	...	18,944	4,277	1,093	96,598	*f.* Includes Rs. 2,523 paid from Provincial Revenues on account of furniture grant to St. Bede's College, Simla.
3,63,231	83,668	20,159	...	74,016	34,712	1,093	5,76,879	
40,777	67	22	59,666	3,915	...	...	1,04,447	
69,701	...	...	...	...	10,303	...	80,004	
1,80,560	19,372	2,817	...	...	8,130	..	2,10,879	
15,731	1,072	1,142	...	10,506	2,947	...	31,398	
9,681	866	209	...	2,904	...	...	13,660	
...	...	...	...	...	...	...	...	
14,428	43,713	9,897	...	4,797	3,830	...	76,665	
6,955	1,608	...	...	124	544	...	9,231	
19,615	1,092	688	...	5,585	...	...	26,980	
316	2,366	1,217	...	1,498	...	...	5,397	
2,408	2,529	1,200	...	3,039	...	...	9,176	
47,276	21,600	13,705	1,62,866	1,35,239	1,875	58,547	4,41,108	
80,381	8,580	8,025	...	36,192	9,093	18,282	1,60 553	
4,87,829	1,02,865	38,922	2,22,532	2,03,793	36,722	76,829	11,69,498	
14,13,249	6,32,323	3,43,909	9,75,212	6,48,591	1,97,758	1,26,573	43,37,615	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.	Under Public Management. — Managed by Government.							Under Private — Aided by Government nicipal			
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Teaching — Males	...	...	...	...	...	...	...	...	...	...	...
Teaching — Females	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...
School Education, General. — Secondary Schools.											
For Boys... High Schools	6,607	...	...	6,284	...	16,923	29,814	13,810	...	...	15,913
For Boys... Middle Schools, English	...	...	...	...	...	...	...	12,894	...	...	9,206
For Girls — High Schools	5,873	...	...	4,232	...	11,012	21,117	16,550	...	...	23,522
For Girls — Middle Schools, English	...	...	...	...	...	...	...	14,921	...	...	6,133
Total ...	12,480	...	...	10,516	...	27,935	50,931	58,175	...	...	54,774
Primary Schools.											
For Boys	...	...	...	...	...	...	...	1,690	...	...	2,540
For Girls	...	..	...	...	...	...	...	848	...	...	735
Total ...	...	...	...	...	...	...	...	2,538	...	...	3,275
Buildings	30,225	...	...	...	...	...	30,225	62,269	...	...	...
Furniture and Apparatus (Special Grants only).	5,142	...	...	...	...	1,236	6,378	4,058	...	...	...
Total ...	35,367	...	...	...	...	1,236	36,603	66,327	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	..	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	47,847	...	...	10,516	...	29,171	87,534	1,27,040	...	...	58,049

(*a*) Includes Rs. 6,110 from Provincial
(*b*) Includes Rs. 9,000 from Provincial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1904-1905.

INSTITUTIONS.							TOTAL EXPENDITURE FROM						
MANAGEMENT.													
or by District or Mu-Boards.			*Unaided.*								*All other sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1,243	...	(a) 9,997	11,240	6,110	...	...	1,243	3,887	...	11,240
...	...	...	1,243	...	9,997	11,240	6,110	...	...	1,243	3,887	...	11,240
1,543	7,588	38,854	16,832	...	...	16,832	20,417	...	...	39,029	12,408	13,646	85,500
1,325	7,637	31,062	...	...	...	...	12,894	...	...	9,206	8,962	...	31,062
760	12,466	53,298	3,705	...	...	3,705	22,423	...	...	31,459	16,344	7,894	78,120
3,974	1,811	26,739	...	...	...	...	14,921	...	...	6,133	5,685	...	26,739
7,502	29,502	1,49,953	20,537	...	...	20,537	70,655	...	...	85,827	43,399	21,540	2,21,421
...	80	4,310	...	...	...	...	1,690	...	...	2,540	80	...	4,310
...	620	2,203	...	...	...	...	848	...	...	735	620	...	2,203
...	700	6,513	...	...	...	...	2,538	...	...	3,275	700	...	6,513
...	2,249	64,518	...	...	(b) 16,462	16,462	1,01,494	...	...	...	9,711	...	1,11,205
200	4,069	8,327	...	...	...	...	9,200	...	...	...	4,412	1,093	14,705
200	6,318	72,845	...	...	16,462	16,462	1,10,694	...	...	...	14,123	1,093	1,25,910
...	...	...	...	...	...	...	4,937	...	...	...	...	...	4,937
...	...	...	...	...	...	...	34,843	...	...	1,18,064	61,368	58,547	2,72,822
...	...	...	...	...	...	...	32,039	...	...	...	35,298	18,282	85,619
...	...	...	...	...	...	...	71,819	...	...	1,18,064	96,666	76,829	3,63,378
7,702	36,520	2,29,311	21,780	...	26,459	48,239	2,61,816	...	...	2,08,409	1,58,775	99,462	7,28,462

Revenues on account of stipends.
Revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	32	9,862	1,530	...	1,530	3,152	...	3,152
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	12	2,797	63	...	63	782	...	782
		Vernacular	69	10,799	...	...	...	3,221	...	3,221
	Municipal	English	41	7,812	74	...	74	2,077	...	2,077
		Vernacular	38	5,857	...	...	...	1,614	...	1,614
	Native States	English	40	6,498	440	...	440	1,292	...	1,292
		Vernacular	12	931	2	...	2	177	...	177
	Aided ...	English	63	13,809	1,445	...	1,445	3,441	10	3,451
		Vernacular	1	50	50	...	50	...	...	...
	Unaided	English	29	6,220	1,076	...	1,076	2,016	...	2,016
		Vernacular	1	64	3	...	3	16	...	16
	Total ...		338	64,699	4,683	...	4,683	17,788	10	17,798
For Girls.	Government	English	2	302	...	19	19	...	91	91
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	1	45	...	...	...	...	2	2
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	5	523	...	...	...	...	77	77
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	1	66	...	...	...	...	5	5
	Aided ...	English	19	1,458	...	59	59	6	324	330
		Vernacular	6	593	...	...	...	...	51	51
	Unaided ...	English	2	102	...	6	6	2	20	22
		Vernacular	...	...	...	...	...	...	...	...
	Total ...		36	3,089	...	84	84	8	570	578
TOTAL SECONDARY SCHOOLS ...			374	67,788	4,683	84	4,767	17,796	580	18,376
PRIMARY SCHOOLS.										
For Boys.	Government ...		12	1,331	...	...	...	...	...	...
	District Board		1,559	71,138	...	...	...	...	...	...
	Municipal ...		90	6,943	...	...	...	...	...	...
	Native States...		167	6,010	...	...	...	...	...	...
	Aided ...		550	21,894	...	...	...	...	...	...
	Unaided		136	5,181	...	...	...	...	...	...
	Total ...		2,514	112,497	...	...	...	...	...	...
For Girls.	Government ...		...	...	...	...	...	...	...	...
	District Board		95	2,850	...	...	...	...	...	...
	Municipal ...		101	4,080	...	...	...	...	...	...
	Native States...		21	698	...	...	...	...	...	...
	Aided ...		123	5,169	...	...	...	...	...	...
	Unaided		24	930	...	...	...	...	...	...
	Total ...		364	13,727	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...			2,878	126,224	...	...	...	...	...	...
GRAND TOTAL ...			3,252	194,012	4,683	84	4,767	17,796	580	18,376

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1904-1905.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,960	...	2,960	2,220	...	2,220	...	...	...	9,862	...	9,862
...	...	...	...	...	...	...	...	...	...	...	...
876	...	876	1,076	...	1,076	...	...	...	2,797	...	2,797
1,965	...	1,965	5,316	...	5,316	297	...	297	10,799	...	10,799
2,224	...	2,224	3,354	...	3,354	83	...	83	7,812	...	7,812
1,117	...	1,117	2,975	...	2,975	151	...	151	5,857	...	5,857
1,545	...	1,545	3,092	...	3,092	129	...	129	6,498	...	6,498
154	...	154	598	...	598	...	...	...	931	...	931
3,315	26	3,341	5,504	68	5,572	...	...	...	13,705	104	13,809
...	...	...	...	...	...	...	...	...	50	...	50
1,535	...	1,535	1,593	...	1,593	...	...	...	6,220	...	6,220
24	...	24	21	...	21	...	...	...	64	...	64
15,715	26	15,741	25,749	68	25,817	660	...	660	64,595	104	64,699
...	94	94	9	89	98	...	...	...	9	293	302
...	...	...	...	...	...	...	...	...	...	...	...
...	1	1	...	42	42	...	...	...	...	45	45
...	...	...	...	...	...	...	...	...	...	...	...
...	157	157	...	289	289	...	...	...	...	523	523
...	...	...	...	...	...	...	...	...	...	...	...
...	13	13	...	48	48	...	...	...	...	66	66
29	346	375	120	574	694	...	...	...	155	1,303	1,458
...	123	123	...	419	419	...	...	...	...	593	593
4	18	22	20	32	52	...	...	...	26	76	102
...	...	...	...	...	...	...	...	...	...	...	...
33	752	785	149	1,493	1,642	...	...	...	190	2,899	3,089
15,748	778	16,526	25,898	1,561	27,459	660	...	660	64,785	3,003	67,788
243	...	243	996	...	996	92	...	92	1,331	...	1,331
14,269	...	14,269	56,453	9	56,462	407	...	407	71,129	9	71,138
493	...	493	5,980	...	5,980	470	...	470	6,943	...	6,943
1,277	...	1,277	4,663	1	4,664	69	...	69	6,009	1	6,010
1,901	13	1,914	19,679	143	19,822	158	...	158	21,738	156	21,894
236	...	236	4,879	31	4,910	35	...	35	5,150	31	5,181
18,419	13	18,432	92,650	184	92,834	1,231	...	1,231	112,300	197	112,497
...	...	...	...	...	...	...	...	...	...	...	...
...	253	253	...	2,591	2,591	...	6	6	...	2,850	2,850
...	293	293	...	3,787	3,787	...	...	...	...	4,080	4,080
...	37	37	...	661	661	...	...	...	...	698	698
1	351	352	45	4,744	4,789	...	28	28	46	5,123	5,169
...	23	23	64	843	907	...	...	...	64	866	930
1	957	958	109	12,626	12,735	...	34	34	110	13,617	13,727
18,420	970	19,390	92,759	12,810	105,569	1,231	34	1,265	112,410	13,814	126,224
34,168	1,748	35,916	118,657	14,371	133,028	1,891	34	1,925	177,195	16,817	194,012

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS.							
For Boys	Government	English	2	362	29	...	29
	Aided	English	11	689	39	...	39
	Unaided	English	1	23	8	...	8
	Total		14	1,074	76	...	76
For Girls	Government	English	2	302	...	19	19
	Aided	English	15	1,072	...	44	44
	Unaided	English	1	65	...	6	6
	Total		18	1,429	...	69	69
TOTAL SECONDARY SCHOOLS			32	2,513	76	69	145
PRIMARY SCHOOLS.							
For Boys	Aided		2	87	...	...	...
	Unaided		...	...	...	...	...
	Total		2	87	...	...	...
For Girls	Aided		2	27	...	...	...
	Total		2	27	...	...	...
TOTAL PRIMARY SCHOOLS			4	114	...	...	...
GRAND TOTAL			36	2,627	76	69	145

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END

YEAR 1904-1905.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
138	...	138	83	...	83	112	...	112	362	...	362
159	10	169	152	26	178	235	68	303	585	104	689
8	...	8	5	...	5	2	...	2	23	...	23
305	10	315	240	26	266	349	68	417	970	104	1,074
...	91	91	...	94	94	9	89	98	9	293	302
6	255	261	29	254	283	120	364	484	155	917	1,072
2	16	18	4	4	8	20	13	33	26	39	65
8	362	370	33	352	385	149	466	615	190	1,249	1,439
313	372	685	273	378	651	498	534	1,032	1,160	1,353	2,513
...	...	...	14	12	26	36	25	61	50	37	87
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	14	12	26	36	25	61	50	37	87
...	...	...	1	4	5	5	17	22	6	21	27
...	...	...	1	4	5	5	17	22	6	21	27
...	...	...	15	16	31	41	42	83	56	58	114
313	372	685	288	394	682	539	576	1,115	1,216	1,411	2,627

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	2	...	3	17	16	...	7	40
2. Bachelor of Arts	1	3	5	9	39	91	67	96	293
3. B. Sc.	1	1	...	2	1	3	...	1	5
4. First B. A.	...	...	...	...	...	...	...	...	...
4. „ B. Sc.	1	1	...	2	6	18	...	..	24
4. „ Arts	1	4	8	13	35	178	225	120	558
4. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1
2. Bachelor of Oriental Learning	...	1	...	1	...	2	...	2	4
3. First Arts Oriental Faculty	...	1	...	1	...	5	...	...	5
4. Honours in Sanskrit	...	1	6	7	...	13	11	4	28
4. „ „ Arabic	...	1	2	3	...	5	2	3	10
4. „ „ Persian	...	1	...	1	...	7	...	11	18
5. High Proficiency in Sanskrit	...	1	12	13	...	9	21	2	32
5. „ „ „ Arabic	...	1	1	2	...	4	2	...	6
5. „ „ „ Persian	...	1	...	1	...	3	...	4	7
5. „ „ „ Urdu	...	...	...	...	...	...	...	1	1
5. „ „ „ Panjábi	...	...	...	...	...	...	...	7	7
5. „ „ „ Pashto	...	...	...	...	...	...	...	1	1
6. Proficiency in Sanskrit	...	1	10	11	...	6	35	5	46
6. „ „ Arabic	...	1	2	3	...	4	7	...	11
6. „ „ Persian	...	1	...	1	...	4	...	3	7
6. „ „ Urdu	...	...	...	...	...	...	...	3	3
6. „ „ Panjábi	..	...	...	...	...	1	...	25	26
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	41	...	41
3. Intermediate Examination in Law	...	...	1	1	...	...	24	...	24
4. Licentiate „ „	...	...	1	1	...	...	19	...	19
5. First Certificate „ „	...	...	1	1	...	...	24	13	37
6. Preliminary „ „	...	...	1	1	...	...	32	10	42
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	1	...	...	1	3	...	...	...	3
3. L. M. S.	1	...	...	1	23	...	...	...	23
4. First M. B.	1	...	...	1	3	...	...	...	3
4. First L. M. S.	1	...	...	1	58	...	...	...	58
5. Preliminary Scientific	1	...	...	1	78	...	...	...	78
6. Special Certificate Class Examination for Females	1	...	...	1	3	...	...	...	3
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching	1	...	...	1	162	...	...	28	(b) 190
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation For Boys	31	31	31	93	787	701	728	492	2,708
1. Matriculation For Girls	...	2	...	2	...	10	...	...	10
2. High School Examination for Europeans. For Boys	2	3	1	6	10	29	6	2	47
2. High School Examination for Europeans. For Girls	2	8	1	11	6	26	3	1	36
3. Middle English Examination For Boys	2	7	1	10	26	41	3	1	71
3. Middle English Examination For Girls	2	13	1	16	19	69	4	1	93
4. Middle Vernacular Examination For Boys	108	1	12	121	1,510	1	70	91	1,672
4. Middle Vernacular Examination For Girls	3	5	...	8	13	18	...	1	32
5. Upper Primary Examination For Boys	1,526	86	32	1,644	10,585	1,725	495	24	12,829
5. Upper Primary Examination For Girls	131	54	1	186	254	102	7	2	455
6. Lower Primary Examination For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination For Girls	142	67	1	210	824	435	3	...	1,262
7. Public Service Certificate Examination. English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. Lower	5	...	...	5	346	...	...	46	392
2. Training School Examination for Mistresses. Upper	...	4	...	4	...	9	...	...	9
2. Training School Examination for Mistresses. Lower	1	5	...	6	2	14	...	...	16
3. School of Arts Examination	1	...	...	1	196	...	...	...	196
4. Vernacular Medical Examination	1	...	1	2	188	...	6	...	(d) 194
5. Examination in Engineering and Surveying	1	...	1	2	22	...	17	6	45
6. Industrial School Examination	4	1	...	5	297	41	...	...	338
7. Commercial School Examination	2	2	...	4	46	16	...	12	74
8. Agricultural School Examination	...	...	..	..	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	39	...	...	...	39
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

(a) Includes one girl.
(b) Includes 13 candidates for the B. T. Examination and 6 candidates for the Clerical and Commercial Certificate Examination.
(c) Includes 13 passes in the B. T. Examination and 5 passes in the Clerical and Commercial Certificate Examination.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1904-1905.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
8	10	...	3	21	...	...	2	13	6	...	...	...
26	47	45	39	157	...	6	22	97	32	...	...	...
...	3	...	1	4	...	1	1	2	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
3	9	...	...	12	...	1	...	8	3	...	...	...
22	98	102	32	254	...	11	26	155	62	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	...	1	...	...	...	...	1	...	...	...
...	2	...	...	2	...	...	...	...	2	...	...	...
...	4	...	...	4	...	...	2	...	2	...	...	...
...	6	3	1	10	...	...	10	...	...	...	...	...
...	5	2	3	10	...	...	...	...	10	...	...	...
...	5	...	7	12	...	...	...	...	12	...	...	...
...	7	8	...	15	...	...	15	...	...	...	...	...
...	2	1	...	3	...	...	...	...	3	...	...	...
...	1	...	3	4	...	...	...	2	2	...	...	...
...	...	...	1	1	...	...	...	1	...	...	...	...
...	...	...	5	5	...	...	...	5	...	...	...	...
...	...	...	1	1	...	...	...	...	1	...	...	...
...	3	11	1	15	...	...	13	2	...	...	...	...
...	3	3	...	6	...	...	...	...	6	...	...	...
...	3	1	2	6	...	...	...	...	6	...	...	...
...	...	...	2	2	...	...	1	1	...	...	...	...
...	...	...	17	17	...	...	1	16	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	10	...	10	...	...	2	5	3	...	...	...
...	...	18	...	18	...	...	...	15	3	...	...	...
...	...	11	...	11	...	...	1	7	3	...	...	...
...	...	12	8	20	...	...	...	17	3	...	...	...
...	...	22	5	27	...	...	4	22	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	3	...	...	...	3	...	...	...	...
13	...	...	...	13	...	...	3	9	1	...	...	...
3	...	...	...	3	...	...	2	1	...	...	...	...
(a)23	...	...	...	23	...	1	9	12	1	...	...	...
48	...	...	...	48	...	1	12	31	4	...	...	...
3	...	...	...	3	2	1	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
137	...	...	14	(c)151	1	2	19	84	45	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
422	377	361	113	1,273	...	22	153	781	317	...	...	...
...	7	...	...	7	...	7	...	...	...	...	...	...
4	11	3	...	18	18	...	...	...	...	...	...	...
2	17	2	...	21	21	...	...	...	...	...	...	...
16	28	2	...	46	45	1	...	...	...	...	...	...
10	40	3	...	53	43	9	...	1	...	...	...	...
1,109	1	44	46	1,200	...	...	234	612	353	...	...	1
9	16	...	1	26	...	6	1	10	9	...	...	...
7,806	1,101	357	21	9,285	1	44	1,140	4,995	3,100	...	...	5
178	144	5	2	329	...	51	28	189	61	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
536	274	2	...	812	...	84	61	459	207	...	...	1
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
227	...	...	26	253	...	...	47	112	94	...	...	...
...	7	...	...	7	...	6	...	1	...	...	...	...
2	6	...	...	8	...	6	...	1	1	...	...	...
132	...	...	...	132	...	...	8	58	66	...	...	...
149	...	4	...	(e)153	...	4	16	100	32	...	...	1
12	...	9	4	25	...	...	2	15	8	...	...	...
184	25	...	...	209	...	25	3	65	115	...	...	1
20	7	...	6	33	...	4	3	21	5	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
32	...	...	...	32	...	...	1	10	21	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

(*d*) Includes 6 female candidates from the Ludhiána Medical School for Females.
(*e*) Includes 4 passes from the Ludhiána Medical School for Females.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by			Total District Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Collegiate Education. — Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	...	...	...	...	...	...	...	325	325
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	110	110
Colleges or Departments of Colleges for Professional Training.															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	2,914	...	...	2,914
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching { For Males ...	...	...	...	...	...	...	...	...	...	...	...	196	...	...	196
Teaching { For Females ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	3,110	...	435	3,545
School Education, General. — Secondary Schools.															
For Boys. { High Schools	1	315	312	255	...	1,367	460	5,592	...	...	7,419	9,892	200	2,866	14,325
For Boys. { Middle Schools. { English ...	11	2,482	2,621	2,198	...	4,058	936	21,530	1,291	188	28,003	1,400	12,211	3,592	21,261
For Boys. { Middle Schools. { Vernacular	69	10,799	10,752	8,766	...	53,900	549	23,914	249	43	78,655	...	14,397	...	68,297
For Girls. { High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. { Middle Schools. { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	395	395
For Girls. { Middle Schools. { Vernacular	1	45	38	27	15	183	...	...	...	...	198	...	...	169	352
Total ...	82	13,641	13,723	11,246	15	59,508	1,945	51,036	1,540	231	1,14,275	11,292	26,808	7,022	1,04,630
Primary Schools.															
For Boys	1,559	71,138	67,956	54,760	...	2,87,943	356	39,744	304	198	3,28,545	...	1,517	25,119	3,14,579
For Girls	95	2,850	2,672	2,032	1,174	18,095	188	...	...	3	19,460	...	977	2,482	21,554
Total ...	1,654	73,988	70,628	56,792	1,174	3,06,038	544	39,744	304	201	3,48,005	...	2,494	27,601	3,36,133
School Education, Special. — Schools for Special Instruction.															
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	42	...	...	42
Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	6	6
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	1	146	136	111	...	811	1,000	308	...	99	2,218	...	...	623	1,434
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1	146	136	111	...	811	1,000	308	...	99	2,218	42	...	629	1,482
Buildings	...	...	...	...	19,197	66,225	...	...	...	215	85,637	594	1,820	...	68,549
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	11,414	...	...	...	...	11,414	480	3,225	...	15,119
Total ...	...	...	...	...	19,197	77,639	...	...	...	215	97,051	984	5,045	...	83,668
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,372
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,072
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	866
Other Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43,713
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,608
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,092
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,366
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,529
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30,180
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,02,798
Grand Total ...	1,737	87,775	84,487	68,149	20,386	4,43,996	3,489	91,088	1,844	746	5,61,549	15,428	34,347	35,687	a6,32,256

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1904-1905.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY					
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,875	3,875	4,200	
...	...	...	...	...	...	...	...	...	...	...	...	...	37	37	147	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	3,674	...	...	3,674	6,588	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	87	...	...	87	283	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	3,761	...	3,912	7,673	11,218	
3	828	815	649	...	6,491	200	9,821	...	14	16,526	89,741	460	25,000	1,21,692	1,36,017	
38	6,984	6,839	5,590	...	36,369	12,211	59,622	579	533	1,09,314	5,252	936	3,454	46,011	67,272	
38	5,857	5,734	4,661	...	16,127	14,397	13,810	...	22	44,356	...	549	...	16,676	84,973	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	395	
5	523	548	414	727	9,296	...	...	...	...	10,023	...	...	688	9,984	10,336	
84	14,192	13,936	11,314	727	68,283	26,808	83,253	579	569	1,80,219	94,993	1,945	29,142	1,94,363	2,98,993	
90	6,943	6,515	5,217	...	34,868	1,517	11,776	1	...	48,162	4,597	356	5,107	44,928	3,59,507	
101	4,080	3,901	2,835	2,374	23,085	977	71	...	...	26,507	...	188	3,552	26,825	48,379	
191	11,023	10,416	8,052	2,374	57,953	2,494	11,847	1	...	74,669	4,597	544	8,659	71,753	4,07,886	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	42	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,201	1,201	1,207	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	252	237	183	...	4,940	...	163	...	...	5,103	...	1,000	1,200	7,140	8,574	
...	...	...	...	...	...	...	...	...	...	...	2,698	...	...	2,698	2,698	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	252	237	183	...	4,940	...	163	...	...	5,103	2,698	1,000	2,401	11,039	12,521	
...	...	...	...	4,500	...	1,820	...	...	...	6,320	17,402	...	...	17,402	85,951	
...	...	...	...	...	...	3,225	...	53	5	3,283	2,757	...	...	2,757	17,876	
...	...	...	...	4,500	...	5,045	...	53	5	9,603	20,159	...	...	20,159	1,03,827	
..	...	...	...	...	...	...	...	...	...	...	...	...	...	2,817	22,189	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,142	2,214	
...	...	...	...	...	...	...	...	...	..	...	...	...	...	209	1,075	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,897	53,610	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	1,608	
...	...	...	...	...	...	...	...	...	.	...	...	...	...	688	1,780	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	1,217	3,583	
...	..	...	...	...	...	...	...	...	...	...	...	...	...	1,200	3,729	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,730	51,910	(a) Exclusive of Rs. 67 on Punjab University.
...	..	..	...	...	...	...	...	...	...	...	...	...	...	38,900	1,41,698	(b) Exclusive of Rs. 22 on Punjab University.
278	25,467	24,589	19,549	7,601	1,31,176	34,347	95,263	633	574	2,69,594	1,26,208	3,489	44,114	3,43,887	9,76,143	

EDUCATION—GENERAL TABLE VIII.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES for the Official Year 1904-1905.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government	39	2,358	133	167	1,647	30	381	13,350	9,910	* 43,076	23,620	89,956	* Includes Rs. 27,159 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	148	3,712	...	...	3,343	369	...	...	21,570	528	5,300	27,398	
3. Aided by Government or by Local or Municipal Boards.	30	1,411	61	...	1,126	107	117	11,758	3,729	20,085	27,953	63,525	
4. Unaided	52	2,546	537	...	1,787	59	163	...	...	27,571	33,911	61,482	
Total ...	269	10,027	731	167	7,903	565	661	25,108	35,209	91,260	90,784	2,42,361	
For Females.													
1. Managed by Government	3	299	...	...	293	...	6	4,374	...	†34,159	8,365	46,898	† Includes Rs. 31,388 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	13	698	...	...	556	142	...	17,794	96	42,096	44,520	1,04,506	
4. Unaided	8	393	...	16	241	56	80	...	...	25,431	19,197	44,628	
Total ...	24	1,390	...	16	1,090	198	86	22,168	96	1,01,686	72,082	1,96,032	
Grand Total ...	293	11,417	731	183	8,993	763	747	47,276	35,305	‡1,92,946	1,62,866	4,38,393	‡ Includes Rs. 58,547 from Imperial Revenues.

This Return does not include the total expenditure of Rs. 2,715 incurred from Native State Revenues on Boarding-houses maintained by Native States.

EDUCATION—GENERAL TABLE VIII A.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES (for EUROPEANS) for the Official Year 1904-1905.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government...	2	371	...	...	371	...	...	4,624	...	*30,406	14,445	49,475	* Includes Rs. 27,159 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	209	...	...	209	...	...	8,789	...	8,122	23,886	40,797	
3. Unaided	1	17	...	...	17	...	...	...	...	...	15,653	15,653	
Total ...	7	597	...	...	597	...	...	13,413	...	38,528	53,984	1,05,925	
For Females.													
1. Managed by Government	2	293	...	...	293	...	...	4,116	...	†34,159	8,365	46,640	† Includes Rs. 31,388 from Imperial Revenues.
2. Aided by Government ...	11	556	...	...	556	...	...	17,314	...	40,267	43,580	1,01,161	
3. Unaided	2	58	...	16	42	...	...	...	...	6,961	12,135	19,096	
Total ...	15	907	...	16	891	...	...	21,430	...	81,387	64,080	1,66,897	
Grand Total ...	22	1,504	...	16	1,488	...	...	34,843	...	1,19,915	1,18,064	2,72,822	

PUNJAB EDUCATION REPORT FOR 1905-06.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR

1905-1906.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1726, dated 6th December 1906.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1905-06, forwarded with his letter No. 576 S., dated the 1st of October 1906.

REMARKS.—1. In accordance with the orders conveyed in the Government of India letter No. 534, dated 18th July 1906, the statistics of schools and colleges in Native States have been excluded from the report. There has been a considerable rise (22,254) in the number of pupils receiving instruction (274,747), due mainly to the opening of 699 primary schools. The rise has been confined to public institutions, private institutions showing a fall of 4,793. There has been no falling-off in the attendance at any public institution, except a small fall of 101 in male colleges, of which 82 is accounted for in the Law College. The Church Mission Society College at Amritsar, which had only some 40 pupils on its rolls, was closed during the year. While all creeds share the increase, the Lieutenant-Governor observes with interest that the highest percentage of rise for the followers of any one religion is that shewn by Muhammadans. In primary schools alone the number of Musalmáns has risen by 11,103, while the number of female Muhammadan scholars has risen by 40 per cent., and steady progress on the part of the Musalmán community is reported from almost every circle.

2. Expenditure on education rose by over 8½ lakhs, of which Rs. 3,10,000 were spent on buildings and Rs. 2,49,000 (as against Rs. 1,03,000) on the University, the grand total amounting to close on 50 lakhs, of which 20 lakhs were provided by provincial revenues and 10 contributed by local funds. The income from fees was 10 lakhs, or half a lakh more than last year.

3. The management of schools by district boards, as shewn in the appointment and transfer of teachers, the provision of accommodation for schools and boarding-houses, and the supply of furniture is generally reported throughout the province to be satisfactory. Secondary education however is said to be starved in the Amritsar circle. The Lieutenant-Governor observes that throughout the paragraphs of the report criticising the management of schools by local bodies, the complaint is reiterated that budget provision for educational expenditure has not been made up to the minimum which might have been required. In this connection the statement that in the Delhi, Ambála and Ráwalpindi circles and in several other districts such as Attock and Ludhiána the schools were unable to spend the amount provided for them is remarkable, and goes some way to discount the weight of the complaints of the department regarding the alleged illiberality of local bodies; if the latter provide the funds, it is the duty of the inspection staff to indicate the objects on which the funds should be spent, and if the provision is not worked up to, it is unfair to transfer the blame to the shoulders of the local bodies.

4. Sir Charles Rivaz has read with satisfaction the remarks in paragraphs 18 and 27 of the report regarding the enterprise and liberality shewn in the cause of education by the Anjuman-i-Islámia, the Arya Samáj, and other bodies.

The acknowlegments of Government are due also to Sir Harnám Singh for the endowment of a gold medal, and to the other gentlemen mentioned in paragraph 18.

5. In addition to the opening of some 700 primary schools alluded to above, the prominent features of the year include the affiliation of all the colleges of the province to the Punjab University, the decision to merge the zamíndári in rural schools, the reconstruction of Bishop Cotton School, Simla, and the opening of the University hall. The Director reports that the desire for an

English education is being generally evinced, but His Honour agrees that at present to gratify this desire fully would be financially impossible, and in view of the lack of qualified teachers available, distinctly undesirable.

6. The remarks in paragraph 24 of the report indicate that the education department has received a good measure of support from revenue officers, and the Lieutenant-Governor is glad to learn that tahsíl officers have begun to regard the encouragement of education as part of their ordinary duties.

7. *Collegiate education.*—A scheme for transferring elementary scientific teaching from the medical to the arts curriculum has been developed during the year. A class of chemistry has been added in the Government College, Lahore. The tutorial system was introduced into St Stephen's College, Delhi, and the Dayánand Anglo-Vedic College, Lahore. The building extension fund of the Islámia College was assisted by a donation of Rs. 30,000 from the Amír of Afghánistán, and by a grant of Rs. 25,000 from provincial revenues. Aided and unaided colleges are reported to be making strenuous efforts to meet the requirements of the new Act.

8. Secondary education is reported generally to have made satisfactory progress. The most interesting passage in this portion of the report is the comparison of the curriculum of an anglo-vernacular with that of a vernacular school. The Director thinks that the strengthening of the vernacular schools up to the middle standard will ensure a better education in English, a subject poorly taught throughout the province; and the Lieutenant-Governor has little doubt that in this view Mr. Bell is right. Except in the Ráwalpindi circle the qualifications of teachers continue to improve. The rise in the income from fees is satisfactory.

9. In last year's review Sir Charles Rivaz found it necessary to remark on the large amount of work which requires to be done before primary education can be said to have been placed upon a satisfactory footing. It is consequently gratifying to see the very marked rise in the number of primary schools and of the pupils attending them. Seventy-nine new schools have been opened in Gujránwála, 66 in Jullundur, 60 and 50 in Ráwalpindi and Amritsar, respectively. The grant to local bodies for primary education has resulted in improved accommodation and appliances, and though the supply of teachers is still inadequate, it is satisfactory to note that the quality of teaching is gradually getting better. The zamíndári school appears to stand condemned by results, but the very small fall in the numbers attending the Gurmukhi classes, especially when considered in connection with the rise last year, is not in His Honour's opinion enough to justify the inference that these classes do not find favour.

10. The male training institutions of the province are the Central College, the Model School, Lahore, and five normal schools. The staff of these establishments has been increased to meet their growing popularity which is indicated by a continued rise in the number of students, especially at the college. The college has been practically rebuilt; the accommodation has been trebled and a gymnasium and swimming bath provided. The Central Model School has been added to, and the normal schools and boarding-houses have been improved. The degree of Bachelor of Training was inaugurated during the year and a certificate for the clerical and commercial teachers' curriculum introduced. Practical instruction in Kindergarten work is now given in all the training institutions. The Lieutenant-Governor is glad to observe that moral training is a subject of much careful attention, and that the Director is able to report that the moral tone both at the college and at the model school continues to be good.

11. For training women teachers, in addition to the classes attached to six girls' schools, there is the Normal School at Lahore, and the two Simla institutions intended for European teachers. It is most satisfactory to observe that the predicted difficulty of getting Indian women to take up appointments as teachers has not been realized. The number of female teachers increased from 610 to 739, of whom 55 were trained and 79 held certificates. St. Bede's College, Simla, has had a successful year.

12. The most striking feature of the chapter of the report dealing with special education is the steady decline since 1898 (broken only in 1905) in the number of law students ; the year under report has seen a falling-off of over 50 per cent. No reason is assigned for this, and the Lieutenant-Governor assumes that the cause is the overcrowded state of the profession and not any defect in the Lahore curriculum or teaching. Lack of material for anatomical purposes has necessitated a restriction of the numbers admitted into the Medical School, a result to which the raising of the literary test for entrance also contributed. The income from fees continues to rise, but provincial revenues bore 72·8 per cent. of the whole expenditure. The percentage of passes in the examinations for the medical degree was not high, but those for the H. A. diploma showed excellent results. The Veterinary College, Lahore, has been dealt with in a separate review, and it is not necessary to say more than that it has continued to grow in efficiency and popularity. The results of the examinations in the Mayo School of Art are creditable, and it is worthy of note that a demand appears to exist for passed pupils of the engineering class. The classes intended for clerical and commerical education appear to be rather in a state of stagnation and the results are disappointing.

13. Perhaps the most interesting remarks in the report are those dealing with female education. From all quarters indications are being received that the prejudice against the teaching of girls is at last breaking down. The attempts to deal with the problem of how to systematize the teaching going on in zenánás, and to substitute a proper curriculum under trained teachers for the desultory and spasmodic tuition imparted behind the parda, are beginning to bear fruit. The efforts of Government in this direction are being seconded by the Arya and Dev Samáj, and by several missionary bodies, and it is worthy of remark that among the 116 new schools opened during the year, 27 receive no aid from Government. It is true that the obstacles raised by the parda system have not as yet been removed, and that partly on this account and partly because Urdu is not the mother tongue of the pupils, the success among Muhammadans is markedly less than among Hindús. But even here there are hopeful signs. A demand for female education is making itself felt in Delhi which has hitherto been completely apathetic, and the lead in the extension of female schools is taken by the Muhammadan district of Ráwalpindi.

14. The Lieutenant-Governor notes with pleasure that the improvement is not confined to a merely numerical rise in numbers, though this (24 per cent.) is by no means small ; from paragraph 106 of the report it would seem that a far larger measure of success has been obtained by the candidates who appeared in all classes of examination than in the previous year. The provision of trained mistresses, enthusiastic in their profession, will bear seed quickly, and if the movement has, as it would seem to have, the support of the large religious communities, a marked development may be expected to show itself within the next few years.

15. The chapters on European education and that of native chiefs call for no comment. Private schools appear to be on the wane, and little advancement has been shewn in Native States.

16. The efforts being made in the Training College and normal schools to inculcate the importance of discipline and moral training have already been noticed. They are being seconded throughout the province by the formation of teachers' associations, which are favourably reported on. The question is one of such vital importance to the people of the province that the Lieutenant-Governor cannot impress too strongly on the inspecting staff the necessity of using every opportunity to bring prominently before the teachers their duty of paying attention to the development of character and moral stamina in their pupils, without which no system of education can bear good fruit.

ORDER.—Ordered that the above remarks be printed and circulated with the report ; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, Home Department, with copies of the report.

By order of His Honour the Lieutenant-Governor,

A. B. KETTLEWELL,

Offg. Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—6-12-06—5106—400—K. C. M.

CHAPTER I.—General Summary.

1. *Number of Institutions and Pupils.*—The following table gives the general statistics for British territory in the Punjab for the two years 1904-05 and 1905-06 :—

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1905-06.	1904-05.	Increase.	Decrease.	1905-06.	1904-05.	Increase.	Decrease.	1905-06.	1904-05.	Increase.	Decrease.
PUBLIC INSTITUTIONS.												
FOR MALES.									Rs.	Rs.	Rs.	Rs.
Arts Colleges. English	9	10	...	1	1,315	1,196	119	...	2,15,587	2,10,455	5,132	...
Arts Colleges. Oriental	1	1	...	...	81	86	...	5	21,646	20,608	1,038	...
Professional Colleges. Law College	1	1	...	...	88	170	...	82	11,084	12,348	...	1,264
Professional Colleges. Medical College	1	1	...	...	260	274	...	14	99,807	86,239	13,568	...
Professional Colleges. Teaching College	1	1	...	..	188	169	19	..	59,327	57,059	2,268	...
High Schools	91	90	1	...	27,571	25,951	1,620	...	7,68,162	7,28,974	39,188	...
Middle Schools	197	196	1	...	31,757	31,319	438	...	3,70,144	3,62,587	7,557	...
Total Secondary Schools	288	286	2	...	59,328	57,270	2,058	...	11,38,306	10,91,561	46,745	...
Primary Schools	2,930	2,347	583	...	127,184	106,487	20,697	...	5,40,309	4,77,082	63,227	...
Total Schools for General Education	3,218	2,633	585	...	186,512	163,757	22,755	...	16,78,615	15,68,643	1,09,972	...
Institutions for Special Instruction	22	21	1	...	2,546	2,495	51	...	2,33,582	1,99,056	34,526	...
Total Institutions for General Education and for Special Instruction	3,253	2,668	585	...	190,990	168,147	22,843	...	23,19,648	21,54,408	1,65,240	...
FOR FEMALES.												
Teaching College	1	1	...	...	22	16	6	...	13,728	11,240	2,488	...
High Schools	12	11	1	...	1,186	1,083	103	...	1,05,231	97,359	7,872	...
Middle Schools	24	24	...	...	1,948	1,940	8	...	66,924	60,857	6,067	...
Total Secondary Schools	36	35	1	...	3,134	3,023	111	...	1,72,155	1,58,216	13,939	...
Primary Schools	459	343	116	...	16,643	13,029	3,614	...	1,01,771	88,870	12,901	...
Total Schools for General Education	495	378	117	...	19,777	16,052	3,725	...	2,73,926	2,47,086	26,840	...
Schools for Special Instruction	13	9	4	...	675	521	154	...	33,740	23,361	10,379	...
Total Institutions for General Education and for Special Instruction	509	388	121	...	20,474	16,589	3,885	...	3,21,394	2,81,687	39,707	...
Total Public Institutions for Males and Females	3,762	3,056	706	...	211,464	184,736	26,728	...	26,41,042	24,36,095	2,04,947	...
PRIVATE INSTITUTIONS.												
For Males	3,071	3,328	...	257	53,931	58,724	...	4,793	...	...	...	...
For Females	565	539	26	..	9,352	9,033	319	...	...	...	...	...
Total Males and Females	3,636	3,867	...	231	63,283	67,757	...	4,474	...	...	...	...
Grand Total of Institutions, Public and Private	7,398	6,923	475	...	274,747	252,493	22,254	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,72,501	1,63,877	8,624	...
Other Charges	...	...	...	...	...	...	...	...	21,52,033	15,06,348	6,45,685	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	49,65,576	41,06,320	8,59,256	...

There were 3,762 Public Institutions showing an increase of 706 for the year under report. The number of pupils in attendance has increased by 26,728 to 211,464. The number of Private Institutions has fallen by 231 to 3,636, and the number of pupils in attendance has fallen by 4,474 to 63,283. The

total number of institutions of all kinds is 7,398, and of pupils under instruction 274,747, showing a net increase of 475 institutions and 22,254 pupils.

2. *Colleges.*—There are 13 Colleges for males, or 1 less than last year, the C. M. S. College, Amritsar, having been closed. The 9 Arts Colleges had 1,315 students in attendance, or 119 more than in the previous year. The attendance in the Oriental College fell from 86 to 81; in the Law College from 170 to 88; and in the Medical College from 274 to 260. In the Central Training College the attendance rose by 19 from 169 to 188. In St. Bede's Training College for Women the attendance rose from 16 to 22.

3. *Secondary Schools.*—The number of Secondary Schools has risen from 321 to 324, and of pupils from 60,293 to 62,462. The increase in the number of boys is 2,058 and of girls 111.

4. *Primary Schools.*—The number of Primary Schools for boys has increased from 2,347 to 2,930, and of pupils from 106,487 to 127,184, or by 20,697. The number of schools for girls has increased by 116 to 459, and of pupils by 3,614 to 16,643. The total number of Public Primary Schools is 3,389 with 143,827 pupils in attendance, or an increase of 699 schools and 24,311 pupils.

5. *Special Schools.*—The number of these schools has risen from 30 to 35, and of pupils from 3,016 to 3,221. Of these, 22 schools are for boys and 13 for girls, with 2,546 and 675 pupils, respectively, in attendance.

6. *Private Institutions.*—These schools for boys have decreased by 257 from 3,328 to 3,071, and the number of pupils from 58,724 to 53,931. The number of schools for girls has increased by 26 from 539 to 565, and of girls in attendance by 319 from 9,033 to 9,352. The net decrease is 231 institutions and 4,474 pupils.

7. *Classification according to creed and management.*—There has been an increase under all creeds. The number of Europeans has increased from 2,657 to 2,746, or by 3·3 per cent.; of Native Christians from 2,363 to 3,381, or by 3·6 per cent.; of Hindús from 139,664 to 141,903, or by 8·6 per cent.; of Muhammadans from 114,789 to 125,455, or by 9·3 per cent.; and of others from 1,120 to 1,262, or by 12·7 per cent.

Of the 7,398 institutions of all kinds, 61 with 14,664 pupils are managed by Government, 2,539 with 131,860 pupils are managed by Local Bodies, 921 with 49,306 pupils are Aided, and 241 with 15,634 pupils are Unaided. Two European Schools with 33 pupils, and 3,634 Indigenous Schools with 63,250 pupils are private institutions.

8. *Expenditure.*—Expenditure on institutions of all kinds rose from Rs. 41,06,320 to Rs. 49,65,576, to which Imperial Revenues contributed Rs. 1,41,953, or an increase of Rs. 15,380; Provincial Revenues Rs. 19,96,248, or an increase of Rs. 5,82,999; District Funds Rs. 7,17,073, or an increase of Rs. 84,750; Municipal Funds Rs. 2,91,028, or a decrease of Rs. 52,881; Fees Rs. 10,23,227, or an increase of Rs. 60,594; and Other Sources Rs. 7,96,047, or an increase of Rs. 1,68,414. Except in the case of the Law College, which shows a decrease of Rs. 1,264, the increase in the expenditure is spread over all kinds of institutions. Direct expenditure, *i.e.*, on tuition, amounted to Rs. 26,41,042 against Rs. 24,36,095; Indirect expenditure, *i.e.*, on Direction, Inspection, Buildings, Scholarships, &c., amounted to Rs. 23,24,534 against Rs. 16,70,225. Of the total expenditure on Education, direct expenditure amounted to 53·2 per cent., and Indirect expenditure 46·8 per cent., against 59·3 and 40·7, respectively, in the previous year.

9. *Direct Expenditure analysed.*—Collegiate education cost Rs. 4,21,179 against Rs. 3,97,949. The cost of educating an Arts student was Rs. 175 against Rs. 181, and of educating a student in a Professional College Rs. 330 against Rs. 286. The cost of Secondary education for boys increased by Rs. 46,745 and for girls by Rs. 13,939. The average cost per pupil in Secondary Schools was about Rs. 21-8, or somewhat more than in the previous year. Primary education for boys cost Rs. 63,227 more than last year, and for girls Rs. 12,901 more than last year. The average cost per pupil in Primary Schools was Rs. 5-0-1 as against Rs. 4-15-2 in the previous year. Special instruction for boys cost Rs. 2,33,582 and for girls Rs. 33,740, or Rs. 85 per pupil.

10. *Indirect expenditure analysed.*—Expenditure on Scholarships rose from Rs. 1,63,877 to Rs. 1,72,501, or 3·48 per cent. of the total expenditure; on Buildings from Rs. 4,49,574 to Rs. 7,68,946, or 15·41 per cent. on Furniture and Apparatus from Rs. 92,072 to Rs. 2,63,950, or 5·32 per cent.; on the University from Rs. 1,03,247 to Rs. 2,48,991, or 5·01 per cent.; on Direction from Rs. 69,701

to Rs. 72,821, or 1·47 per cent.; on Inspection from Rs. 2,02,749 to Rs. 2,33,963, or 4·71 per cent. The expenditure under Miscellaneous fell from Rs. 5,89,005 to Rs. 5,63,362, or 11·35 per cent.

11. *Imperial Revenues.*—The expenditure from this source rose by Rs. 15,380 to Rs. 1,41,953, or 2·86 per cent. of the total cost of education. Direct expenditure rose by Rs. 10,766 to Rs. 59,417. Of this increase Rs. 8,875 was for special instruction for males and Rs. 1,737 was for Secondary education for girls. Indirect expenditure rose by Rs. 4,614 to Rs. 82,536.

12. *Provincial Revenues.*—The expenditure from this source rose by Rs. 5,82,999 to Rs. 19,96,248, or 40·20 per cent. of the total. Direct expenditure amounted to Rs. 7,20,892, the increase of Rs. 1,58,703 being distributed over all heads. Indirect expenditure amounted to Rs. 12,75,356, the increase of Rs. 4,24,296 being mainly under the heads of Buildings, Special Grants for Apparatus, &c., the University and Inspection.

13. *Local Funds.*—District Funds contributed Rs. 7,17,073, or 14·44 per cent. of the total, giving an increase of Rs. 84,750. Direct expenditure accounted for Rs. 5,11,424, the increase of Rs. 65,634 being spread over all heads. Indirect expenditure accounted for Rs. 2,05,649, the increase of Rs. 19,116 being for Scholarships, Buildings, and Special Grants for Furniture.

Municipal Funds contributed Rs. 2,91,028, or 5·86 per cent. of the total, giving an increase of Rs. 52,881. Direct expenditure fell from Rs. 2,84,828 to Rs. 2,08,493 by Rs. 76,335, the decrease being chiefly in Secondary Schools. Indirect expenditure increased by Rs. 23,454 to Rs. 82,535, the increase being chiefly due to new buildings.

14. *Fees.*—Expenditure from this source rose from Rs. 9,62,633 to Rs. 10,23,227, or 20·61 per cent. of the total. Of this, Rs. 7,72,085 was from Tuition Fees, and Rs. 2,51,142 from Other Fees.

15. *Other Sources.*—The expenditure under this head rose by Rs. 1,68,414 to Rs. 7,96,047, or 16·03 per cent. of the total expenditure. Of this amount Rs. 3,68,731 was on Direct and Rs. 4,27,316 on Indirect expenditure.

16. *Budget.*—The foregoing figures are compiled from the annual Circle and other reports. The following tabular statement shows the Budget allotment and the actual expenditure:—

Head.	Budget allotment.	Actual expenditure.
	Rs.	Rs.
University	31,800	89,380
Direction	72,200	73,616
Inspection	2,18,100	2,11,610
Government Colleges, General	1,09,100	1,03,270
Government Schools, General	5,93,400	4,55,384
Government Schools, Special...	2,92,700	1,99,884
Grants-in-aid	3,87,700	6,13,321
Scholarships	57,000	60,339
Miscellaneous	12,000	25,187
Total	17,74,000	18,32,041

17. *Management by Local Bodies.—District Board.*—In the Delhi Circle the management has considerably improved, and the suggestions of Inspecting Officers are receiving due and careful attention. In every District the Budget provision fell short of the minimum which might have been demanded, and the gross expenditure was less than the provision. The largest expenditure, 95·4 per cent. of the minimum, was in Gurgáon, and the smallest, 51·8 per cent., was in Hissár. In the Jullundur Circle the management, as regards the appointment and transfer of teachers, is satisfactory. Buildings for Primary Schools are being provided with the help of Provincial grants, but those for Secondary Schools and the boarding-houses attached to them continue to be overcrowded. In the Hoshiárpur District the supply of furniture needs attention. The Budget provision was short of the minimum in every District, but the gross expenditure was larger than the Budget provision except in the case of Ludhiána. In the Amritsar Circle the management may be described as fairly satisfactory; but apart from the extension of Primary education, much requires to be done for Secondary Schools, which are at present starved in every respect. The provision of class-room accommodation, of books and apparatus, and of adequate boarding quarters under

proper superintendence is deferred from year to year in spite of the increasing number of pupils. There is a tendency to erect new Primary School buildings on a rather expensive scale, and instances have been noticed in which recently erected buildings are not well adapted for their purpose. The Budget provision for education fell short of the required minimum, particularly so for Primary Schools. In Siálkot, however, the actual expenditure largely exceeded the provision and almost fulfilled the requirement. On the other hand, in Amritsar the expenditure fell considerably short of the Budget provision, and the schools are suffering in proportion. In the Lahore Circle the management is generally satisfactory; but the Lahore District Board has curtailed its own share of expenditure on education on receipt of the Government grant, which is not what was intended. The gross expenditure, though slightly exceeding the Budget allotment in all the three Districts of the Circle, is not a proof of liberality, as the net amount expended falls short of that spent during the previous year by each of them, and is even less than the net amount spent before localization in 1885-86 in the case of the Lahore and Montgomery Districts, and may be attributed to the grants made by Government. The total deficit in the net amount expended on education is no less than Rs. 9,362, of which the Lahore District is responsible for Rs. 8,263, and this in spite of the urgent wants of schools, for which the common plea of paucity of funds is brought forward. In the Ráwalpindi Circle the management is considered satisfactory; but, where success is marked, it is because the particular Board has taken interest in its schools. In the Gujránwála District the gross expenditure exceeded the Budget provision, though it was short of what could have been demanded. In the Gujrát District the expenditure was much larger than the sum which could have been required. Furniture, appliances and books have been supplied, boarding-house accommodation has been extended, and a site purchased for a new house for a Primary School. In the Attock District, though the Budget provision exceeded the required minimum, the net expenditure fell short of it. In other Districts also the expenditure fell short of the required minimum. In each District the expenditure on Primary education very considerably exceeded the Budget provision as well as the required minimum, except in the Jhelum and Gujránwála Districts where there was a slight fall. In the Multán Circle there has been progress in providing buildings, furniture, and assistant teachers; but much remains to be done in this direction in each District. On the whole, the management is satisfactory, and in the Multán District, reported on unfavourably last year, education is receiving greater attention. The Budget provision fell short of what might have been required in all Districts except Miánwáli, but the gross expenditure in the Miánwáli, Multán and Muzaffargarh Districts exceeded the Budget provision. The Budget provision for Primary education exceeded the required minimum in the Jhang, Miánwáli and Dera Gházi Khan Districts, but fell short of it in all other Districts.

Municipalities.—In the Delhi Circle all Municipalities, except Jagádhri and Buria in the Ambála District, Beri and Bahádurgarh in the Rohtak District, Sohna and Firozpur Jhirka in the Gurgáon District, and Pánipat in the Karnál District, spent less than what might have been required. The principal Municipalities taken together spent considerably less than half the required minimum, while the minor Municipalities spent almost nine-tenths. School equipment has been improved, but science and gymnastic apparatus is still incomplete. The Rupar Municipality takes very little interest in its school. In the Jullundur Circle the management is generally satisfactory, but the libraries are neglected, and Junior English Masters of the requisite qualifications cannot be secured because of the low salaries offered. Minor Municipalities are slow to carry out suggestions made to them. In the Amritsar Circle the provision made by the various Municipalities fell short of the required minimum by Rs. 38,852. But this was largely due to the Amritsar Municipality which provided less than half the required minimum. The larger Municipalities have been relieved of the management of Secondary Schools, but Batála still maintains a large Anglo-Vernacular Middle School. A number of minor Municipalities maintain Anglo-Vernacular Middle Schools, but all are hampered by want of funds. At Srígobindpur the teachers' salaries were several months in arrears. The Circle Inspector remarks that the members of these Committees are often uneducated men who take no interest in the local schools, except, perhaps, to foment intrigue. He considers that the transfer of educational institutions from their control to that of District Boards is greatly to be desired on every account. In the Lahore Circle,

though the Secondary Schools are managed by the Department, Municipal Committees, as pay-masters, make themselves felt in some cases by curtailing their expenditure on these institutions, and thereby making it difficult for the Inspector to secure the services of duly qualified teachers. Their management of Primary Schools can only be described as fair, and a good deal of improvement can still be effected in the management of Municipal Board Schools. With the exception of the Montgomery Committee the gross expenditure by these bodies was generally below the sum budgetted for. The total net expenditure was also less than that of the previous year. The Lahore Municipal Committee, though chiefly responsible for the deficit on the required minimum, spent somewhat more than its net expenditure of the previous year. In the Ráwalpindi Circle the gross expenditure was considerably short of the Budget provision, which was itself short of the required minimum by Rs. 7,553. The Committees at Gujránwála, Gujrát, Sáhíwál and Hazro failed to work up to their Budget provision, and their gross expenditure as well as that of Jalálpur Jattán, Khushab, Ráwalpindi and Murree fell considerably short of the required minimum. A new building has been under consideration for some years at Sáhíwál, but nothing has yet been done. Equipment and accommodation are capable of much improvement. In the Multán Circle the management was fairly satisfactory, the best being at Multán and Shujábád, and the worst in Tulamba and Jalálpur (Multán District). The schools and boarding-houses generally are overcrowded, ill-manned and ill-equipped. The gross expenditure exceeded the Budget provision in the case of the Multán Municipality and the District Minor Municipalities (Miánwáli District excepted). The requirements of the Anglo-Vernacular Schools are too many to be detailed, the greatest need being good teachers on good salaries, which are not forthcoming for want of funds.

18. *Private enterprise.*—In Delhi two Girls' Schools and a Boys' School have been opened by private persons, one of the Girls' Schools having been opened by Rái Bahádur Lála Ságar Chand, B. A. Half the expenditure on Primary Schools at Morni and Mandhnan is paid by the Mír Sáhib of Gartri Kotaha. In several other places in the Delhi Circle the people have built school-houses at their own expense, and in ten different places buildings have been given rent-free. In the Jullundur Circle the private High Schools continue to be well managed. New buildings for three of them have been erected during the year. The Arya Samáj has done work worthy of mention. Instances are common in which people have come forward with pecuniary help for the supply of furniture and buildings. Sweetmeats and prizes are liberally given at the time of the annual inspection. In the Amritsar Circle popular interest in education has evinced itself in various ways. Houses are lent and wells are sunk for the benefit of Primary Schools. At Ghartal in the Siálkot District a good Anglo-Vernacular Middle School with a graduate Head Master is maintained without Government aid. The High School at Qádián in the Gurdáspur District is liberally supported by the followers of the Mirza. In the Kángra District education has had a set-back since the earthquake. In Kulu the demand for education is not strong, but the people are, in this respect, more advanced than their neighbours in the Chamba and Mandi States. In the Lahore Circle very little new work has been done, but the institutions already in existence continue to flourish. Private associations and religious bodies are paying increased attention to female and technical education. Accommodation and appliances for schools are being provided. Several new Village Schools are located in houses lent by the village headmen or built by them at their own expense. In the Ráwalpindi Circle a large number of Aided Indigenous Schools have been opened in each District, and houses have been provided rent-free for new schools. The number of persons who have come forward to provide prizes for all kinds of schools has been much larger than in previous years. Sardár Kalyán Singh of Dinga opened a Girls' School in his native town, and a mixed Indigenous School in one of his villages. A Sáhúkár at Miáni offered Rs. 100 for Science apparatus and a gentleman in the Attock District gave a kanál of land for the site of a school building. In the Multán Circle many *sanads* and complimentary letters were granted during the year. Subscriptions and offers of prizes continue unabated. A scholarship for Girls' Schools in the Miánwáli District was founded by Lála Sukh Dayál, B. A., and one Bhagat Govind Rám is reported to have bequeathed his property for the construction of a building for the Putri Páthshála at Multán city. The Multán branch of the National Indian Association, London, has founded scholarships tenable in the local Municipal Board Girls' Schools. As

elsewhere, school-houses are lent free of charge. Two gentlemen have been working as Honorary Teachers. A Lambardár of the Jhang District gave 18 marlas of land for a play-ground. The Assistant Surgeon, Rájanpur, attended the boarding-house patients free of charge, while the Nawáb of Rujhán and a Muhammadan gentleman took practical interest in the school team.

19. *General progress.*—The new University regulations are in force. All the Colleges of the Province have been visited by the Syndicate's Committee on affiliation, and have as a result been affiliated, in whole or in part, with respect to subjects taught, &c. A grant of Rs. 60,000 has been placed at the disposal of the University for the benefit of Collegiate education. A handsome Examination Hall with Syndicate and Committee meeting rooms has been built and occupied. Collegiate education stands very much where it did last year. A separate Professorship of Chemistry has been created in the Government College. There has been a fair increase in the number of students in Arts Colleges and in the Central Training College, but a considerable falling-off in the case of the Law and Medical Colleges. The question of withdrawing the Preliminary Science teaching from the Medical College and handing it over to the Government College has been under consideration, and the transfer has been arranged. A Government Engineering School has also been established. Training institutions have done well; and a class for the training of European female teachers has been opened in connection with Auckland House Girls' High School. The Normal School for Women has sent out its first batch of successful students, all of whom have secured good appointments. A Vice-Principal in the Indian Educational Service has been appointed to the Central Training College. The question of establishing a Central Training Class at Sanáwar for European male teachers is under the consideration of the Government of India. Nothing need be noted here regarding Secondary Schools. The feature of the year is the opening of 709 new Public Primary Schools, 614 for boys and 95 for girls, with an additional school population of about 23,000. Zamíndári Schools have had a fair trial, and have not proved a success. They will be merged into the Rural Schools, for which the curriculum is so arranged that pupils who wish to proceed to a higher course may join the Town Primary Schools without difficulty. Buildings and equipment of all kinds have received close attention. A sum of Rs. 1,34,374 was placed in the hands of Circle Inspectors for the supply of furniture and appliances to schools under their care. Over forty special grants were given to a number of deserving institutions. These grants varied from Rs. 500 to Rs. 70,000, of which may be mentioned Rs. 70,000 to the Cathedral Girls' High School, Lahore, Rs. 50,000 to the Khálsa College, Rs. 46,139 to Bishop Cotton School, Simla, Rs. 25,000 to the Islámia College, Rs. 20,000 to the Arya Samáj Orphanage, Ferozepore, Rs. 20,000 to the Auckland House Girls' High School, Rs. 12,500 to St. Stephen's College, Rs. 10,000 to the Victoria Diamond Jubilee Hindu Technical Institute, and Rs. 5,000 to the University for its play-ground. Six separate grants varying from Rs. 200 to Rs. 500 were given to authors from the allotment for the encouragement of literature. The annual grant of Rs. 19,800 to the Lawrence Asylum, Murree, has been raised to Rs. 25,000. Of the most important buildings, completed and occupied, may be mentioned those for the Normal School and its Practising School in Delhi, and also the Inspector's Office. These buildings have also been furnished throughout, part of the furniture having been made at the Reformatory School. The Offices of the Inspector and the Normal School in Multán, as also those at Ráwalpindi, have been furnished. The following important works were also commenced:—

The conversion of the Small Cause Court into residential quarters for two Professors of the Government College; the construction of a Swimming Bath and a Gymnasium for the Central Training College; and the reconstruction of Bishop Cotton School, Simla. The revision of the Indian and Provincial Educational Services and the division of the Province into two Circles for inspection of Girls' Schools may be noted as a special advance. The Punjab Text-Book Committee has been reconstituted. The staff of the Lawrence Military Asylum, Sanáwar, has been revised and reorganized. The recruitment of Government School staffs from Board and Aided Schools is making the profession of teaching more popular. The improved status of Primary School teachers, as to pay, &c., also tends this way. The results of the Teachers' Certificate Examinations have been good. More prominence has been given to the Vernacular in the Scheme of Studies for Public Schools. Among the problems which have come to the front are the increasing desire for an English education and the correspond-

ing tendency to drop purely Vernacular education. The excellence of the latter is not denied. The substitution of an Anglo-Vernacular for a Vernacular education means increased expenditure, and a probable deterioration in the teaching. The Head Masters of Vernacular Middle Schools are amongst the best in the Province, and in fact, influence with the people and power of maintaining discipline, often compare favourably with the Head Masters of Anglo-Vernacular Schools who receive far higher salaries. Notwithstanding the popular desire, it is absolutely necessary to strengthen Vernacular Middle Schools, if only to secure qualified teachers for Primary Schools. But there is no doubt that this problem will be solved before long and to the satisfaction of those who plead for English education. A scheme has been adopted for promoting, among the children of the Empire, the growth of a knowledge of the conditions of countries other than their own. In this connection may be reported the enthusiasm with which the celebration of Empire Day was taken up throughout the Province.

Chapter II.—Controlling Agencies.

20. *Director.*—I continued to hold charge of the Office of Director of Public Instruction throughout the year. On the 1st October, 1905, Dr. Stein the Inspector-General of Education, North-West Frontier Province, and Baluchistán, made over charge of his ordinary duties to M. 'Umr-ud-dín, M.A., of the Punjab, and since then the educational affairs of these Provinces have also been under my general control. I inspected the schools at Delhi, Multán, Muzaffargarh, Montgomery, Jhelum, Gujrát, Wazírábád, Gujránwála, Jullundur, Ráwalpindi, Siálkot, Ludhiána, Karnál, Ambála, Rewári, Hissar, Ferozepore, Patiála and Baháwalpur. Other demands on my time were the Educational Conferences and my work as Inspector of Chiefs' Colleges, President of the Text-Book Committee and Inspector-General of the Reformatory School in the Punjab. I was also President of the Committee appointed to inspect all Colleges throughout the Punjab and North-West Frontier Province (including the Baháwalpur, Patiála and Kapúrthala Colleges), applying for affiliation. With this Committee I spent half of November and most of December, 1905. The experience I gained in this way has been of the greatest value to me as Director of Public Instruction.

21. *Inspectors.*—Rái Bahádur Lála Umráo Singh, M.A., Inspector of Schools, Delhi Circle, and Mr. M. Crosse, M. A., Inspector of Schools, Lahore Circle, remained in charge of their offices throughout the year. In the Jullundur Circle, Rái Bahádur Lála Nand Kishor, B. A., took 45 days' privilege leave, when M. Niáz 'Ali, Assistant Inspector, was placed in charge of the current duties of the Inspector in addition to his own. With the exception of two months' privilege leave, M. 'Umr-ud-dín, M. A., continued to officiate as Inspector of Schools, Ráwalpindi Circle, till the 30th September, 1905, when he was selected to take charge of the educational duties of the Inspector-General of Education, North-West Frontier Province. Khwája Sajjád Husain, B. A., Assistant Inspector, succeeded him and remained in charge of the Ráwalpindi Circle to the close of the year. Lála Sheo Lál, B. A., continued to hold charge of the Multán Circle throughout the year except from 1st to 24th April, 1905, when he was on privilege leave, and Lála Jugal Kishor, B. A., Assistant Inspector, was in charge of the current duties of the Inspector in addition to his own. In the Amritsar Circle, Lála Ruchi Rám, M. A., officiated as Inspector from the 1st to the 7th April during Mr. Godley's absence on sick leave.

22. *Assistant Inspectors.*—In the Delhi Circle, Lála Kundan Lál, B. A., and M. Nasar Muhammad, B. A., remained on duty throughout the year. In the Jullundur Circle, M. Niáz 'Ali worked for the greater part of the year. He was transferred to the Ráwalpindi Circle on the 28th March, 1906, and Lála Sant Rám from the Amritsar Circle assumed charge of his duties on the 30th March. Lála Hari Charan Dás Datt remained attached to this Circle throughout the zear except for two months and three days when he proceeded on privilege leave, and no one was appointed to act for him. In the Amritsar Circle, Lála Sant Rám had twenty-one days' leave before his transfer to Jullundur, and the appointment of a second Assistant Inspector for this Circle having been sanctioned, Lála Jugal Kishor, B. A., from the Multán Circle, took charge of the new post in December. In the Lahore Circle, Khalífa Imád-ud-dín was on duty throughout the year. At Ráwalpindi, Lála Súraj Naráin and Pandit Telu Rám continued on duty for the full year. At Multán, Lála Jugal Kishor, B. A., was Assistant Inspector till the 27th November, when, on transfer to the Amritsar Circle, he

was relieved by M. Muhammad Ashraf, B. A., District Inspector of Schools, Delhi, temporarily appointed to the post.

WORK OF INSPECTION.

23. *Delhi Circle.*—The Inspector was on tour for 256 days and paid visits to 171 schools; the Senior Assistant Inspector spent 226 days, visiting 306 schools; and the Junior Assistant spent 209 days visiting 283 schools. The Primary School at Siwah in the Karnál District could not be visited for the annual inspection because of plague. Amongst the District and Assistant District Inspectors several changes took place during the year, but the work has been on the whole satisfactory. The names of Lála Shiv Saran Dás, B. A., District Inspector of Schools, Ambála, Lála Síta Rám, B. A., District Inspector of Schools, Gurgáon, and M. Ahmad Dín, B. A., District Inspector of Schools, Hissár, are specially mentioned.

Jullundur Circle.—The Inspector was on tour for 204 days and inspected 108 schools; the Senior Assistant inspected 241 schools in 198 days; and the Junior Assistant did 294 schools in 198 days. The services of Lála Lachhman Dás, B. A., District Inspector, Jullundur, were utilized for 26 days in the annual inspection of the Hoshiárpur District where he examined 38 schools in all. The Officiating District Inspector of Schools, Ludhiána, was on special duty for 29 days in the Jullundur District and he inspected 53 schools. The work of all District Inspectors and their Assistants is reported to be satisfactory except that B. Rám Singh, B. A., Assistant District Inspector of Schools, Hoshiárpur, is adversely reported upon. Lála Lachhman Dás, B. A., of Jullundur, and M. Maqbúl Shah, B. A., of Ferozepore, are specially commended.

Amritsar Circle.—Lála Ruchi Rám, M. A., conducted the High School Scholarship Examination at Siálkot, and was on tour for 7 days, and Mr. Godley inspected 93 schools in 174 days. Lála Jugal Kishor, B. A., inspected 142 schools in 115 days, and Lála Sant Rám spent 245 days visiting 279 schools. The services of Lála Sohan Lál, B. A., District Inspector of Schools, Gurdáspur, Lála Girdhári Lál, B. A., District Inspector of Schools, Amritsar, and Báwa Kanhaiya Lál Bedi, B. A., District Inspector of Schools, Siálkot, were utilized in the annual inspection of schools in Amritsar, Siálkot and Gurdáspur Districts, respectively. They worked for 80 days altogether and examined 152 schools. The work of the District and Assistant District Inspectors is reported to be generally satisfactory, Lálas Girdhári Lál and Rám Chand in Amritsar District, Mufti Muhammad Husain in Siálkot and Lála Sohan Lál in Gurdáspur being specially mentioned. The work of M. Muhammad Ashraf and Pandit Bálkishan Ukkhal is said to have been insufficient.

Lahore Circle.—The Inspector was on tour for 245 days and inspected 68 schools for Europeans and 40 for Natives. The Assistant Inspector spent 247 days on tour and inspected 197 schools. The work of District Inspectors of Schools, Lahore and Montgomery, and Assistant District Inspectors, Lahore and Simla, is reported on as satisfactory. Lála Devi Ditta Mal, B. A., District Inspector of Montgomery, is specially commended.

Ráwalpindi Circle.—Of the schools inspected by the Inspector, M. 'Umr-ud-dín, M. A., saw 11 schools in 28 days, and Khwája Sajjád Husain, B. A., 75 schools in 153 days. Lála Súraj Naráin inspected 346 schools in 260 days and Pandit Telu Rám 317 schools in 219 days. The services of District Inspectors were utilized in the annual inspection of 285 schools in the Jhelum, Gujrát, Gujránwála, Ráwalpindi and Shahpur Districts. The work of all District Inspectors and their Assistants is reported on as satisfactory. M. Khursbaid Ahmad, B. A., and L. Nihál Chand, B. A., are specially commended. The post of the Girdáwar of Bedi Khem Singh's Girls' Schools has been abolished during the year, and the inspection work of these schools entrusted to the District Inspectors and their Assistants.

Multán Circle.—The Inspector was on tour for 215 days and inspected 96 institutions, including the College and Schools at Baháwalpur. Lála Jugal Kishor, B. A., spent 149 days on tour and inspected 117 schools. M. Muhammad Ashraf, B. A., spent 111 days and saw 163 schools. The work of the District Inspectors and their Assistants is reported as generally approved, that of Lála Khazán Chand, B. A., District Inspector, Lyallpur, being specially commended for the vigorous interest displayed by him in the extension of education in the Lyallpur District.

Female Inspection.—The important change during the year is the formation of two Circles, Eastern and Western. The Inspection Circles of Delhi

and Jullundur, with the Districts of Simla and Gurdáspur, constitute the Eastern Circle, and the other Districts form the Western Circle. Miss F. A. Francis held charge of the Western Circle throughout the year with the exception of the six weeks of her privilege leave from the 14th February to the 31st March, during which time Miss Stratford, Assistant Inspectress, officiated as Inspectress. Miss Sime held the appointment of Inspectress of Schools, Eastern Circle, throughout the year, but did not begin the inspection work until November. Miss L. M. Stratford and Miss D. Payne continued to hold the posts of Assistants to the Inspectresses during the year. Miss Francis spent 43 days on tour and Miss Stratford 29 days. They inspected altogether 10 Secondary and 76 Primary Schools. Miss Stratford while acting as Inspectress of Schools spent 46 days on tour and visited 2 Secondary and 41 Primary Schools. Miss Sime was 71 days on tour and inspected 3 Secondary and 77 Primary Schools, and Miss D. Payne, her Assistant, spent 60 days in examining 66 Primary Schools. It has this year been possible for the Inspectresses to visit all the Board and Aided Schools within Municipal or Cantonment limits with the exception of the schools that were closed on account of plague at the time of inspection. A few District Board Schools were also visited at the head-quarters of Districts or in towns of considerable size. A feature of the year has been the inspection of various schools in out-of-the-way localities.

24. *Other Controlling Agencies.*—The Deputy Commissioners take a warm interest in the schools within their jurisdiction, and the hearty thanks of the Department are due to them. The Inspectors specially mention the names of Mr. Townsend, B.A., Deputy Commissioner, Hissár; Captain J. C. C. Angelo, Deputy Commissioner, Gurgáon; Mr. J. P. Thompson, M.A., Deputy Commissioner, Karnál; Shaikh Asghar 'Ali, B.A., late Deputy Commissioner, Muzaffargarh; Nawáb Muhammad Afzal Khán, Khán Bahádur, late Deputy Commissioner, Jhang; and Mr. Q. Q. Henriques, B.A., Deputy Commissioner, Lyallpur. Thanks are also due to Messrs. Estcourt, Sams, Langley and Agnew, and to Major Barton and Díwán Tek Chand.

The Tahsíldárs and Náib-Tahsíldárs have at last begun to recognize that visiting schools is a part of their ordinary duty. The Financial Commissioner's revised instructions to the effect that "figures showing the numbers of inspections of schools made by Tahsíldárs and Náib-Tahsíldárs should be forwarded with the quarterly statements as to the maintenance of records of right" has had a very beneficial effect. But the Inspectors still complain that these officers often ignore Aided Indigenous Schools, which deserve very great attention.

The following officers are highly spoken of for their interest in education:—(1) Lála Shám Lál, Tahsíldár, Rewári; (2) M. Marátab 'Ali and Lála Jánki Náth, Tahsíldárs, Kaithal; (3) Lála Hirde Rám, Tahsíldár, Jagádhri; (4) M. Sajjád Husain, Tahsíldár, Sámpla; (5) Pandit Amar Náth, Tahsíldár, Fírozpur Jhirka; (6) Lála Maháráj Parshád, Tahsíldár, Hánsi; (7) Lála Jánki Parshád, Tahsíldár, Rúpar; (8) Lála Prabhu Diyál, Offg. Tahsíldár, Rohtak; (9) Lála Kishan Lál, Náib-Tahsíldár, Tohána; (10) Lála Durga Shankar, Náib-Tahsíldár, Pánípat; (11) M. Nasír-ud-dín, Náib-Tahsíldár, Rúpar; (12) Lála Lál Chand, Náib-Tahsíldár, Jalálpur Sub-Tahsíl; (13) Lála Pokhar Dás, Náib-Tahsíldár, Luddan Sub-Tahsíl. The Tahsíldárs of Shakargarh and Daska and their Náibs are also mentioned in particular for their zeal.

25. *Cost of Direction and Inspection.*—The total expenditure on Direction and Inspection for the year under report amounted to Rs. 3,06,784, or Rs. 15,901 more than last year. Of this expenditure Rs. 2,82,738 was met from Provincial Revenues, Rs. 21,286 from District Funds, and Rs. 2,760 from Municipal Funds. The increase is chiefly due to the following causes: appointment of a second Assistant Inspector at Amritsar; increased menial establishment sanctioned for the offices of Inspectors of Schools; increments to the salaries of the clerical establishments attached to the offices of the Director of Public Instruction and Inspectors of Schools; and increased expenditure in connection with contingencies and travelling allowances.

Chapter III.—Collegiate Education.

26. *University Convocation.*—The twenty-fifth Convocation of the Punjab University was held in the new University Hall, Lahore, on Saturday, the 23rd December, 1905. The number of graduates admitted to the various

degrees was 194, or 16 more than in the preceding year, *viz.*, 18 to the degree of M. A., 1 to M. O. L., 147 to B. A., 2 to B. O. L., 3 to B. Sc., 13 to B. T., 1 to M. B., and 9 to LL. B.

27. *Measures of the year.*—The new Regulations drafted in accordance with the Indian Universities Act of 1904 received the sanction of the Local Government, and are now in force. The first examination for the Degree of Bachelor of Teaching was held early in the year. Two medals have been endowed, one, the Arnold Silver Medal, by the Anjuman-i-Islámia, and one, the Sir Harnám Singh-Rivaz Gold Medal, by the Hon'ble Kanwar Sir Harnám Singh Ahlúwália, K.C.I.E. The new University Hall has been completed.

28. *University Finances.*—The expenditure rose from Rs. 1,55,400 to Rs. 1,60,613, of which Rs. 45,284 was met from Provincial Revenues, Rs. 92,419 from Fees, Rs. 2,894 from Subscriptions, and Rs. 20,016 from Endowments and Other Sources. Direct and Indirect expenditure on institutions maintained by the University amounted to Rs. 44,411, expenditure on Scholarships to Rs. 6,656, and on Examinations, &c., to Rs. 1,09,546. On the 31st March, 1905, the University held Government Securities of the nominal value of Rs. 5,20,200, of which Rs. 3,05,400 belongs to the Special Trusts, Rs. 11,700 to the Current Account, and Rs. 13,500 to the Pension Contribution Fund. The balance, Rs. 1,89,600, forms the General Endowment Fund. The balance on the year's working account was Rs. 93,840, against Rs. 1,70,068 at the close of the preceding year. Of this balance Government Promissory Notes to the value of one lakh were sold for building purposes. During the year the University received a grant of Rs. 60,000 from the Government of India on account of the annual grant for University reform. The grant is distributed as follows :—For Colleges, Rs. 20,000; for administration, inspection and travelling, Rs. 10,000; and for buildings, Rs. 30,000.

29. *Arts Colleges.*—At the close of the year there were 9 English Colleges and 1 Oriental College in British territory. Of these, 9 are first grade and one is second grade.

30. *Professional Colleges.*—The working of the Law, Medical and two Training Colleges is noticed in Chapters VI and VII.

31. *Number of Students in Arts and Professional Colleges.*—In Arts (English) Colleges the attendance rose from 1,196 to 1,315. In the First Year Classes there were 442 students; in the Second Year 472; in the Third Year 171; in the Fourth Year 190; and in the M. A. Classes 40. In the Oriental College there were 81 students, and in the Professional Colleges 558 students against 629 in the previous year.

32. *Arts Examinations.*—In these examinations 920 candidates appeared and 429 passed; of the public candidates over 52 per cent. passed, and of private candidates 29 per cent. Of 46 candidates for the degree of M.A., 13 were successful.

33. *Oriental Languages.*—612 candidates presented themselves for the various examinations and 320 were successful.

34. *Engineering Examination.*—In the First Examination 64 passed out of 89.

35. *Expenditure.*—The expenditure on Arts Colleges has risen by Rs. 5,132, reaching a total of Rs. 2,15,587. Provincial Revenues contributed Rs. 70,465, District Funds Rs. 300, Municipal Funds Rs. 2,150, Fees Rs. 72,372, Subscriptions Rs. 18,335, Endowments and Other Sources Rs. 51,965.

36. *Scholarships.*—The number of scholarship-holders has increased from 191 to 222. The expenditure has also increased to Rs. 26,587. To this, Public Funds contributed Rs. 11,042, University Funds Rs. 6,448, and Other Sources Rs. 9,097.

37. *Government College, Lahore.*—The number of students has risen from 175 to 207. The expenditure was Rs. 74,280, or Rs. 7 more than last year. The income from fees rose by Rs. 2,459 to Rs. 17,853. The number of scholarship-holders has increased by 4, the total being 31, with an expenditure of Rs. 5,089. In the Intermediate Examination 26 candidates passed out of 55, three gaining scholarships. In the B. A. 21 candidates passed out of 34. One candidate stood first and two won scholarships for special subjects. In the M. A. 6 candidates passed out of 15. A Professor of Chemistry has been added to the staff. The status of the Laboratory Assistants has been raised. A special grant of Rs. 5,000 was sanctioned for furniture and books. The inter-collegiate

lectures in English and Mathematics with the Forman Christian College have been continued, and the system has worked well.

38. *St. Stephen's College, Delhi.*—The number of students has risen from 85 to 96, the increase being in the first three classes. The expenditure has risen from Rs. 20,269 to Rs. 21,426, the increase being met from fees and other sources. The number of scholarships held was 17, at a value of Rs. 2,610. In the Intermediate Examination 21 candidates passed out of 36. In the B. A. 5 passed out of 13, and in the M.A. all the 3 candidates failed. For the first time two cricket and three football teams have been able to practise regularly. A grant of Rs. 12,500 for a residence for Professors was given by Government. During the year the tutorial system was introduced, and every student is now under the personal supervision of one or other of the Professors.

39. *Forman Christian College, Lahore.*—The number of students has risen to 372. The expenditure has increased from Rs. 35,564 to Rs. 40,347. The number of scholarships current was 46, the value being Rs. 7,042. In the Intermediate Examination in Arts 66 candidates passed out of 113, and on the Science side 8 out of 17. In the B. A. Examination 29 passed out of 63, and in the M. A. Examination 4 passed out of 17. One man took a second place, and scholarships for English, Philosophy, Persian and Physics were secured. The highest places in M. A. English, in B. A. English, Physics and Persian, and in Intermediate (Arts) Science, Arabic and History, were also secured. Sports receive a great deal of attention.

40. *Dayanand Anglo-Vedic College, Lahore.*—The number of students has risen from 271 to 346, and the expenditure has fallen from Rs. 16,850 to Rs. 15,591. The number of scholarships current was 35, the value of which was Rs. 4,551. In the Intermediate Examination 72 passed out of 122. In the B. A. Examination 22 passed out of 44. In the Intermediate Examination the first place in Sanskrit was secured, and in the B. A. Examination the first places in Sanskrit and Applied Mathematics were secured. By order of the College Council the tutorial system was introduced during the year.

41. *Islámia College, Lahore.*—The number of students has risen from 80 to 92, and the expenditure from Rs. 8,949 to Rs. 10,153. There were 11 public scholarships current of the value of Rs. 1,350. In addition to these, the Anjuman provided 51 Close Scholarships of the value of Rs. 3,179. In the Intermediate Examination 12 passed out of 35, and in the B. A. 8 passed out of 11. In the percentage of passes in the latter examination this College stood first, and took the first place in Arabic. To the College Building Extension Fund the Amír of Afghánistán contributed Rs. 30,000 and the Local Government Rs. 25,000.

42. *Khálsa College, Amritsar.*—The number of students rose from 59 to 91, and the expenditure from Rs. 18,778 to Rs. 19,657. The number of scholarships current is 13, and the value Rs. 1,142. In the Intermediate Examination 22 passed out of 35, and in the B. A. Examination 3 out of 8. In the Intermediate Examination this College takes the first place in the percentage of passes. The staff has been strengthened by the addition of two Professors. The College received the honour of a visit from Their Royal Highnesses the Prince and Princess of Wales.

43. *Hindu College, Delhi.*—The number of students fell from 53 to 47, and the expenditure rose from 7,532 to Rs. 8,504. Three scholarships of the total value of Rs. 308 were current. In the Intermediate Examination 13 passed out of 25, and in the B. A. Examination 1 passed out of 6. Books worth Rs. 488 were added to the library.

44. *Gordon Mission College, Rawalpindi.*—The number of students fell from 49 to 44, and the expenditure rose from Rs. 18,090 to Rs. 19,875. There were 3 public scholarships of the value of Rs. 266. In the Intermediate Examination 9 passed out of 16, and in the B. A. 5 passed out of 9. Quarters for the Superintendent were erected in connection with the Gordon Hall, and a second Professor's bungalow was built in the College compound. The experiment of having a British soldier as Gymnastic Instructor was twice tried, but failed partly owing to lack of sympathy between the instructor and the students and partly to military duties interfering with the regular attendance of the instructor.

45. *Scotch Mission College, Sialkot.*—This is the only second grade College in the Province, but it is intended to build new lecture-rooms and to add to the staff, so as to bring the institution up to the requirements of the University. The attendance fell from 25 to 20. In the Intermediate Examination 7 passed out of 13. The expenditure fell from Rs. 5,849 to Rs. 5,755. There were 6 scholarships current, the expenditure being Rs. 511.

46. *Oriental College, Lahore.*—The number of students in the College department fell from 86 to 81, and from 50 to 41 in the School department. In addition to these, 132 students of the Government College were reading Oriental Languages. The expenditure rose by Rs. 952 to the sum of Rs. 31,827; but the expenditure shown against the College Budget amounted to Rs. 22,896 against Rs. 22,064 in the previous year. In the College department there were 30 scholarship-holders and 25 stipendiaries, and in the School department 8 scholarship-holders and 15 stipendiaries. In the Intermediate Examination 1 passed out of 2; in the M. A. Examination the two candidates passed; and in the M. O. L. Examination the only candidate was successful. In the Oriental Languages Examinations, 25 took Sanskrit and 18 passed, 20 took Arabic and 12 passed, 11 took Persian and 8 passed, 6 took Gurmukhi and all passed. There were 7 candidates in English in the Special Examination for Oriental Titles and 5 passed.

47. The outstanding features of the year under report are—(1) the revision of the University Regulations; (2) the provision of a splendid Senate Hall; (3) the initial inspection of Colleges; (4) the strenuous efforts made by Aided and Unaided Colleges to meet the requirements of the new Universities Act; and (5) the development of a scheme for the transfer of elementary teaching in Science from the Medical College to the Arts Colleges.

Chapter IV.—Secondary Education (Boys).

48. *Number and Distribution of Schools and Pupils.*—The number of Secondary Schoolshas risen from 286 to 288 on account of the opening of an Anglo-Vernacular High School and a Vernacular Middle School. On the Anglo-Vernacular side there are 89 High Schools and 89 Middle Schools. Of these, 86 are Government and Board Schools, 65 are Aided Schools, and 27 are Unaided Schools. On the Vernacular side there are 2 High Schools, 1 Aided and 1 Unaided, and 108 Middle Schools, all Board. The number of pupils in the Secondary stage of Anglo-Vernacular Schools is 16,341, being an increase of 675 over the previous year. All classes of schools—Government, Board, Aided and Unaided—share the increase. In the Secondary stage of Vernacular Schools the number of pupils fell from 4,904 to 4,769. The number learning English rose from 15,651 to 16,346, and the number of agriculturists from 4,510 to 4,927.

49. *Expenditure.*—The total expenditure on Secondary departments of Secondary Schools was Rs. 7,66,809, or an increase of Rs. 46,617. The expenditure on Anglo-Vernacular Schools rose by Rs. 44,709 to Rs. 6,90,838, and on Vernacular Schools by Rs. 1,908 to Rs. 75,971. Provincial Revenues contributed Rs. 1,58,507 against Rs. 79,024 in the previous year, District Funds Rs. 57,591 against Rs. 56,827, Municipal Funds Rs. 74,797 against Rs. 1,33,395, Fees Rs. 3,78,087 against Rs. 3,65,295, and Other Sources Rs. 97,827 against Rs. 85,651.

50. *Fees.*—The total income from fees in Secondary Schools has risen by Rs. 13,153 to Rs. 5,32,619. Of the increase the Secondary stage alone contributes Rs. 12,792. In Anglo-Vernacular Schools 545 boys pay the first grade of fees and 1,187 pay the second grade. Altogether 261 boys more than in the previous year pay the higher grades of fees.

51. *Scholarships.*—The number of scholarships current in Secondary departments fell from 1,900 to 1,782. Open Scholarships fell from 869 to 829, Victoria Scholarships fell from 203 to 201, Zamíndári Scholarships remain at 95, and other Close Scholarships fell from 733 to 657. In the High stage 472 scholarships were current against 495, and in the Middle stage 1,310 against 1,405 in the previous year. The total expenditure on these rose from Rs. 58,169 to Rs. 60,641, to which Provincial Revenues contributed Rs. 6,878 against Rs. 5,893, District Funds Rs. 40,811 against Rs. 40,182, Municipal Funds Rs. 9,749 against Rs. 9,755, and Other Sources Rs. 3,203 against Rs. 2,339. Including the Primary departments there were current in Secondary Schools 1,914 scholarships against 2,030 at a total expenditure of Rs. 65,025 against Rs. 62,416 in the previous year.

52. *Examination Results.*—In the Entrance and equivalent examinations the number of public candidates has been higher in every examination, but the percentage of passes has been lower. The number of private candidates on the Anglo-Vernacular side was 445, of whom 103 passed, and on the Vernacular side 54, of whom 23 passed.

53. *General Remarks.*—In the Delhi Circle, as a result of better equipment, and an increase in the number of trained teachers, there is improvement in teaching method and discipline, though in a few subjects more careful teaching is still needed. Of 528 teachers employed in Secondary Schools, 379 are certificated and 290 are trained. The proportion of qualified teachers is 80·6 per cent. in Government and Board Schools, 52·4 per cent. in Aided Schools, and 27·3 per cent. in Unaided Schools. About half the buildings in each District are still incommodious. The libraries of Anglo-Vernacular Schools are generally poor. From the Jullundur Circle a similar report of progress due to an increase in the number of trained teachers. Of 494 teachers employed 322 are certificated and 231 are trained. The proportion of certificated teachers in Government and Board Schools is 83·5, in Aided Schools 12·4, and in Unaided Schools, 4 per cent. The work of most of the teachers is satisfactory, and the teaching of English, Science and Mathematics has greatly improved. The Jullundur Government High School is still without a building of its own, and is at present miserably housed. Except in Government Schools, furniture, apparatus and library books are not well supplied. In the Amritsar Circle the employment of trained teachers continues to increase, and the proportion of such teachers in the Circle is now 78 per cent. Yet there is need for men of character and tact, combined with skill in teaching and a certain degree of culture, capable of holding Headmasterships in Anglo-Vernacular High and Middle Schools. The weakest point in the instruction is the teaching of English, and of subjects taught through the medium of English, in Anglo-Vernacular Middle Schools where the teacher's English is apt to fall into disuse. A simpler course of English History is a desideratum. English handwriting is seldom if ever properly taught. In the Lahore Circle the Science Course is taught in the Central Model School, the Mission High School and the Boys' High School, all in Lahore, and Clerical and Commercial Classes are maintained in the Central Model School. The general character of instruction is improving steadily, and methodical and practical teaching is taking the place of "cram" work. Even in most of the Unaided Schools more attention is being given to the suggestions of Inspecting Officers. The Montgomery and Simla school-houses are in need of more extensive accommodation. The Mián Mír Unaided School has been removed to a good building purchased, with the aid of Government, by the Committee. Some Vernacular Middle School buildings are still in need of many improvements. Steps have been taken by the Local Bodies to supply some furniture and appliances, but Science apparatus, illustrative material and library books are needed in almost all Board Schools; still it must be admitted that a move in the right direction is visible everywhere. In the Ráwalpindi Circle, out of 278 teachers in Government and Board Schools, only 71 are neither trained nor certificated. In Aided Schools with 297 teachers, 177 are certificated and 115 are trained. In Unaided Schools employing 40 teachers only 10 are certificated and 6 are trained. In many respects improvements are discernible, but English pronunciation and the teaching of Euclid and the Vernacular require greater attention in most schools. Little progress has been made during the year in the matter of buildings. Government Schools are being equipped with improved furniture, appliances, &c., and improvements have been made in some Aided Schools, but a great deal more remains to be done in all kinds of Secondary Schools. In the Multán Circle out of 266 teachers in Secondary Schools, 202 are certificated and 172 are trained. The work of the teachers, with a very few exceptions, was generally satisfactory. English pronunciation and conversation are not properly attended to, and History is badly taught. Otherwise the character of the instruction is improving. The desire for appointments in Government Schools has made it difficult to fill up vacancies in Board Schools. The number of pupils learning English and also the number of agriculturists have risen. Science apparatus and libraries have been increased, though still in complete in almost all schools. Board Schools generally continue to be badly equipped. Several gentlemen have received *sanads* for their liberal donations to the Government O'Brien High School. On a general view of the Secondary Schools of the Province it may be confidently asserted that good work has been done notwithstanding the defects of overcrowded buildings and inadequate apparatus so frequently met with. There is much that District Boards might yet do to improve the environment of the pupil, and it is hoped that what is being done for Government Schools may not only prove a model but also a stimulus to Local Bodies and private associations. In one Circle it is reported that the

abolition of the Anglo-Vernacular Middle School Examination has tended to encourage the neglect of the Third Middle Classes in a few Middle Schools, especially in Mathematics and the Vernacular subjects. This is somewhat significant, as it represents to some extent the attitude of the public and of some teachers towards a Vernacular education. Another significant point is that only 8 candidates appeared for the Vernacular Entrance Examination, of whom 6 passed, two being private students. The desire everywhere is for an English education, chiefly because of its market value. This in itself is desirable, but, as the Inspector of Schools, Amritsar Circle, points out, "pupils in Anglo-Vernacular Schools pick up a smattering of many subjects, while those in Vernacular Schools know a few subjects thoroughly, and are well grounded." As this is the general experience, the line of progress seems to be definitely indicated, *viz.*, the strengthening of Vernacular Schools up to the Middle Standard. Such a policy, instead of militating against the interests of those seeking an English education, will assure a better English education, for it is a well known fact that boys who have completed the Middle School course in a Vernacular School and then join an Anglo-Vernacular High School are on the whole better educated than boys who have taken a complete course in an Anglo-Vernacular School.

Chapter V.—Primary Schools (Boys).

54. *Number of Schools and Pupils.*—The number of schools has risen from 2,347 to 2,930, of which 2,107 are Government and Board Schools, 674 Aided, and 149 Unaided. The total increase of 583, to which the Ráwalpindi Circle has contributed more than two-fifths, is due to a rise of 446 in Government and Boards Schools, 124 in Aided Schools, and 13 in Unaided Schools. The Aided Schools have increased nearly in the same proportion as the Government and Board Schools. A number of schools returned as Unaided last year have been brought on the list of Aided Schools.

The number of pupils shows an increase of 20,697, from 106,487 to 127,184, of whom there are 17,953 in the Upper Primary stage, and 109,231 in the Lower Primary stage. The number of agriculturists in Primary Schools has risen from 50,950 to 61,305.

55. *Expenditure.*—The total expenditure on Primary Schools and the Primary departments of Secondary Schools rose from Rs. 8,48,451 to Rs. 9,11,806, of which the Public Funds contributed Rs. 5,84,692, or Rs. 65,507 more than in the previous year. Fees contributed Rs. 2,31,939, an increase of Rs. 5,309, and Other Sources contributed Rs. 95,175, or Rs. 7,461 less than before.

56. *Fees.*—The fee-receipts in Primary Schools have risen from Rs. 72,459 to Rs. 77,407, and form 14·3 per cent. of the expenditure. The increase in Government and Board Schools has been Rs. 4,043, in Aided Schools Rs. 519, and in Unaided Schools Rs. 386. The Code rules regarding the levy of fees are duly observed in Government, Board and Aided Schools, while the Unaided Schools are left free to fix their own rates. Agriculturists duly certified as such pay no fees. The rates of fees in Rural Schools are lower than those prescribed for Town Schools. The rates are further reduced in the following backward Districts:—Shahpur, Multán, Muzaffargarh, Miánwáli and Dera Gházi Khan.

57. *Scholarships.*—The expenditure on Scholarships rose from Rs. 1,620 to Rs. 1,685, of which Rs. 1,668 were contributed by the District Boards and Rs. 17 were disbursed from Other Sources. In the Delhi Circle, Rs. 1,518 were spent from District Funds on stipends paid to Mína boys of the Shahjahánpur Primary School in the Gurgáon District.

58. *Upper Primary Examination.*—The Upper Primary Examination is still a public examination, but is now to some extent held collectively. Certificates are issued to those whom the Inspector considers to have received a good Primary education. Of 12,284 pupils examined, 8,967 were declared to be fit for promotion to the Secondary stage against 11,290 candidates and 7,933 passes reported last year. The percentage of successful students rose from 70·3 to 73·0.

Of the 1,606 who had already passed in Vernacular subjects and appeared only in English, 1,369 passed, the corresponding figures for the last year being 1,359 and 1,352.

59. *Zamíndári Schools.*—The falling-off in the number of Zamíndári Schools from 197 to 156 is chiefly due to the conversion of these schools in the Rohtak, Karnál and Ambála Districts into Village Primary Schools. There has also been some decrease in the number of pupils, from 6,244 to 5,539, of whom 703 are returned in the Upper Primary stage and 5,545 in the Lower Primary stage against 848 and 5,396 in the year preceding. Of the 61,305 agriculturists attending Primary Schools, 3,991 are in Zamíndári Schools, showing a decrease of 162. Urdu is the medium of instruction in 170 schools, Nágri in 10, and in one school both Urdu and Nágri are taught. The results of the examinations by the prescribed standards were generally satisfactory. The native system of accounts is still a weak subject in most schools, and Agricultural Readers are not, as a rule, taught practically by taking out the pupils to neighbouring fields and explaining to them the principles and processes of agriculture through close and careful observation. The efforts made by the departmental officers and the civil authorities to popularise these schools have not hitherto met with any large measure of success. It seems probable that the Village Schools of the new type will, in time, take the place of Zamíndári Schools; a strong tendency in this direction is observed in the Delhi and Multán Circles, and it is likely to develop in other parts of the Province. The Lahore Inspector says—"The new Rural School will, however, do away with these (Zamíndári) unpopular institutions, though retaining a good deal of their special features in its curriculum."

60. *Indigenous Schools examined for grants.*—The number of such schools is now 811 against 614, showing an increase of 197, and the number of pupils attending them is 27,803 against 21,622.

Indigenous standards are no longer purely individual tests, and hence the pupils were examined collectively. The old system of Results-grants has been abolished and the Block-grant has been introduced instead. As the combined effect of the rise in the number of schools and the new system of grants, the expenditure from Public Funds rose from Rs. 37,094 to Rs. 52,031. The new grant-in-aid rules will, it is expected, foster the growth of these institutions and improve the character of the work done by them in the extension of Primary education among classes not reached by the ordinary schools. In point of the instruction attempted in these schools, Arithmetic is generally weak, the explanation of Urdu texts does not receive adequate attention, and Geography is mostly neglected.

61. *Gurmukhi Classes.*—There are 35 against 31 schools or classes with 1,042 against 1,091 pupils. The obvious inference from these figures, as the Amritsar Inspector draws, is that "these classes do not find favour with the people." In the Delhi Circle there is one school with 18 pupils in the Hissár District. The Jullundur Circle has 13 schools—8 in the Ferozepore District, 4 in the Hoshiárpur District, and 1 in the Jullundur District, with a total attendance of 396 pupils. In the Amritsar Circle there are 5 schools in the Siálkot District attended by 89 pupils. The Lahore Circle has 6 schools, 2 in the Lahore and 4 in the Montgomery District, with a total 128 pupils. The Ráwalpindi Circle has 7 schools in the Ráwalpindi District and 1 in the Attock District with a total of 294 pupils. The Multán Circle has 1 school at Multán and 1 at Maghiána with a total of 117 pupils.

62. *Schools for low-caste children.*—These schools now number 53 against 64. The attendance has dropped from 1,250 to 951. This marked decline is to be attributed mainly to the fact that the American Presbyterian Mission of Gujránwála have closed 8 out of the 20 schools maintained by them. The Amritsar and Jullundur Circles have no schools. The Delhi Circle returns 34 schools with 680 pupils. The Lahore Circle has 4 schools with 63 pupils. The Ráwalpindi Circle returns 12 with 141 pupils. The Multán Circle has 3 schools all supported by the Jhang Bár Mission in the Chenáb Colony. The Amritsar Inspector reports—"There are no separate schools for them, but a very large number of low-caste children are under instruction in ordinary Board and Aided Schools, especially in Mission Schools, where, being converted to Christianity, they are shown as Native Christians."

Throughout the Province 308 low-caste children against 163 read in Board Schools, but they are allotted separate seats, and are generally not allowed to mix with boys of higher castes. The low classes chiefly represented in these schools are—Chamárs, Sweepers, Mazabís, Ramdásias and 'Ods'.

63. *Primary Schools as Post Offices.*—There are 1,126 teachers in charge of Village Post Offices against 1,187, or 61 less than last year. The decrease is

due to the failure in the Ráwalpindi Circle of a number of Post Offices which had been opened as an experimental measure, and which were closed during the year. The allowances paid to teachers range between Rs. 2 and Rs. 8-8-0 per month. Though, considering the extra work thrown on the teacher and the responsibility he undertakes, the allowance is not, in all cases, adequate, yet, as the Amritsar Inspector rightly observes, "the chance of succeeding to a school with a postal allowance is a useful incentive." Besides, the master gains influence with the people which he may turn to good account in the performance of his duties as a teacher. The system continues to work well on the whole.

64. *Proportion of boys not reading beyond the Primary Stage.*—Of the 5,716 pupils who passed the Upper Primary Exmaination in Vernacular last year, 3,028, or 53 per cent., are reading in the Junior Special or First Middle Class. Of those who passed on the Anglo-Vernacular side, 3,299 out of 3,548, or 93 per cent., have joined a Secondary School. Taking the two classes of pupils together, 32 per cent. have ceased to attend any school.

65. *General Remarks.*—The year under review marks a distinct advance in the extension of Primary education. There has been considerable increase in pupils and institutions—the direct result of the efforts made throughout the Province in furtherance of the liberal policy of Government aiming at the diffusion of elementary education among the masses.

Six hundred and fourteen new schools have been opened during the year attended by 20,197 pupils, giving an average of 33 pupils for each school—not a low figure for the first year. The expenditure on these schools amounted to Rs. 78,756 met from the grant made by the Government of India. Many of the school buildings have been or are being improved from the grant made to Local Bodies for Primary education. The supply of school furniture and appliances is on the whole fairly complete, and is increasing. The quality of teaching is improving as the schools come under the influence of trained teachers whose number is rising. The enhanced salaries now offered to Primary School teachers will make the service more attractive and serve to increase the supply of qualified men, which, at the present time, is by no means adequate to the growing needs of the Province. The abolition of individual tests applied by Inspecting Officers, the substitution of Block-grants for Results-grants, and the introduction of the new Rural School Course are measures of reform carried out during the year. As an evidence of the activity displayed by District Officers it may be noted that since April, 1905, 79 new schools were opened in the Gujránwála District, 60 in Amritsar, 50 in Ráwalpindi, 66 in Jullundur, 33 in Shahpur, 35 in Ferozepore, 32 in Ludhiána, 21 in Montgomery, 25 in Muzaffargarh, 29 in Attock, 30 in Siálkot, 23 in Multán, and 29 in Lahore. For other Districts the figures are proportionately gratifying.

Chapter VI.—Training Institutions.

66. *Number and kind of institutions.*—These institutions remain the same as last year, *viz.*, the Central Training College, Lahore, for the training of Anglo-Vernacular Teachers for all departments of schools, and of Vernacular Teachers for Secondary departments; Normal Schools at Lahore, Delhi, Multán, Jullundur and Ráwalpindi, where Male Teachers for Primary schools and departments are trained; a Normal School for Women at Lahore which trains for appointments in Vernacular Primary and Secondary Girls' Schools; and St. Bede's College, and Auckland House, Simla, which train teachers for European Girls' Schools. In addition there are Vernacular Training Classes for girls attached to five Girls' Schools (three in Amritsar, one in Gujránwála, and one in Delhi) and one Anglo-Vernacular Training Class at the Dufferin Girls' School, Lahore. The Director exercises immediate control over the Central Training College and the Normal School for Women; the other Normal Schools are under the control of the Circle Inspectors with the exception of that at Lahore which is controlled by the Principal of the Central Training College, who also inspects the other Normal Schools for Men.

67. *The Central Training College.*—The staff remained numerically the same as last year. Mr. H. G. Wyatt, on appointment by the Secretary of State, succeeded Mr. Tydeman as Vice-Principal. The number of students again shows an increase, being 138 against 169 last year and 76 four years ago. There were 157 College stipendiaries and 20 teachers under training; in addition 11 were State stipendiaries (from Patiála, Jammu and Nábha). There were 36 graduate students on the rolls, against 37 last year, of whom 3 were M. As., one a B. Sc.,

and one had taken the B. A. and LL.B. degrees. The ordinary expenditure, exclusive of special grants, aggregating Rs. 2,595, for Workshop fittings, furniture and Library books, was Rs. 62,335, against Rs. 58,175 the year before. The increase is due to increases in salaries and in contingencies. The total expenditure was Rs. 64,930, against Rs. 75,517 last year, the decrease being due to less expenditure on special grants in connection with the re-building and re-organization of the College. The average cost per head was Rs. 312, against Rs. 328 last year. Salaries and contingencies accounted for Rs. 35,344, stipends for Rs. 23,983, and the boarding-house for Rs. 3,404. Provincial Revenues contributed Rs. 62,320, District and Municipal Funds Rs. 312.

The College sent up 180 candidates for the various examinations, of whom 158 passed (87·7 per cent.) as against 162 candidates and 137 passes (84 per cent.) last year. In the B. T. Degree Examination 8 passed out of 13. For the Senior Anglo-Vernacular Certificate all the 23 candidates sent up passed, against 21 passes out of 23 last year. In the Clerical and Commercial Certificate Examination all the five students passed, against 4 out of 5 last year, the top man gaining about 60 marks more than the record of previous years. In the Junior Anglo-Vernacular Certificate Examination 41 students passed out of 49 (83 per cent.) against 23 passes out of 27 (85 per cent.) last year. And in the Senior Vernacular Certificate Examination 81 passed out of 90 (90 per cent.) as compared with 76 passes out of 94 (80 per cent.) last year. In addition, 37 students qualified for the Zamíndári Teachers' Certificate.

These results compare most favourably with those of former years. In professional subjects the percentage of passes (97 per cent.) is again extremely high. *Kindergarten work*, both theoretical and practical, now forms an important part of the course of training. Greater attention has been paid to *Shorthand* in the Clerical and Commercial Class. *Drawing* is systematically and carefully taught, and the College equipment in the matter of staff accommodation and apparatus is quite satisfactory. In the Drawing Masters' Certificate Examination 95 students out of 183 succeeded in obtaining one or more certificates, as compared with 96 out of 169 last year. One student obtained the full Junior Drawing Master's Certificate and stood at the top of the list. Nearly all these students had done no drawing whatever previous to their admission to the College a year ago. A course of lectures on Physiology and Ambulance Work with practical work was again given during the year by Rái Bahádur Dr. Beli Rám, and 40 students out of 55 passed the St. John Ambulance Association Examination, the first examination of the kind held in the Punjab. *Moral Training* is a subject of much careful attention in lectures on the Principles of Moral Education and in School Management, and in setting before the students their duty in this important respect. The discipline is strict, and the conduct of the students has again been excellent. *Physical Training* is well attended to; every student takes part in at least two games weekly according to a time-table framed for this purpose. The third Annual Sports' Tournament of the College was held early in December, and was again a great success. In the University Sports' Tournament teams were entered for Cricket, Football, Athletics and Gymnastics. In Gymnastics the College team beat all others, but was not awarded the trophy under a rule which required that all competitors must be actually reading for a University Examination. Three students won prizes in Athletics. For the Senior Gymnastic Teachers' Certificate the College passed 30 out of 36 (against 16 out of 24 last year), and again had the first man on the list. For the Junior Gymnastic Teachers' Certificate 103 students passed out of 125, as compared with 64 out of 104 last year. The addition of *Desi Kasrat* and English and Native games to the certificate requirements has considerably extended the course of instruction. The results obtained are the best of recent years. A very fine Gymnasium, 80′×40′, with verandahs and side rooms, is in course of construction, and will be of immense benefit to the College, which, up to the present, has been unprovided with its own Gymnasium. A covered Swimming Bath, 60′×30′, with a 10′ verandah all round, is almost completed. His Honour has sanctioned negotiations being entered into for the acquisition of a large plot of land near the College for additional play-grounds and for an agricultural farm for the Normal School.

The Boarding-house has again been fully occupied. Of the 188 students on the rolls, all but 3 (who lived at their homes in the city) resided therein. The conduct of the students has been very good and their health satisfactory. A proposal has been made to provide a small hospital and dispensary for the College with a resident Hospital Assistant.

The Annual Old Students' Re-union was held for three days at the end of April, with the Annual Dinner on the 28th, and was most successful. An exhibition of Kindergarten work and of Scientific experiments, displays of Gymnastics and of *Desi Kasrat*, the Re-union Dinner (at which 365 sat down) and a performance of scenes from the Merchant of Venice afterwards, with the illumination of the College and the Boarding-house by thousands of brilliant *chirághs*, were some of the features of the re-union. At the Annual Prize Distribution His Honour the Lieutenant-Governor honoured the College by presiding. The function was attended by a large and distinguished gathering numbering over 600, and His Honour's speech was most appreciative of the College and its work. The work done here colours and influences the whole of the educational activity in the Punjab, and leaves a lasting impress on the Province. The Committee appointed by the University inspected the College in November, 1905, and, alone of all the 18 Colleges so inspected, recommended it unconditionally for affiliation.

68. *The Central Model School* continues to be popular and to do very good work. The numbers on the roll are 848 against 811 last year, and the income from Fees was Rs. 14,240 as compared with Rs. 13,348 the previous year. The results of the Entrance Examination (Arts and Science Faculties) were good, 45 candidates passing out of 73. In the Clerical and Commercial Examination 8 passed out of 14. The work of the Primary and Middle departments continues to be satisfactory. Three out of six High School Scholarships open to competition were won by the school. The new Boarding-house was occupied in September, and is quite full. The Physical training includes Drill and Gymnastics, *Desi Kasrat*, Cricket, Football, Hockey and Native games. The school resumed its old place as Champion in Cricket in the Circle, but lost the Sime Shield for Athletics. The play-ground, enlarged last year, is now being properly levelled, but it is still too small for the needs of this large school. The moral tone continues to be healthy, and the staff generally have worked with zeal and devotion. In the assistance given to the College and the Normal School in the training of the student in practical work the school continues to be most valuable.

69. *Normal Schools.*—There was again an increase in the number of students in each of the five Normal Schools for men, with the exception of Delhi, which has decreased by 3, and the total has risen to 422 against 363 last year and 248 in 1904.

There were 409 Government stipendiaries; 13 were maintained from Other Sources. The largest Normal School is that at Lahore with 114 students, of whom 24 are in the Zamíndári Class. The total expenditure rose from Rs. 52,131 to Rs. 72,080. In the Junior Vernacular Certificate Examination there were 182 successful candidates and 39 gained the Zamíndári Certificate from the Lahore and Jullundur Schools. In addition 10 private candidates passed making a total of 231 certificates gained by Vernacular Primary School Teachers. For the Junior Gymnastic Certificate Examination 188 were successful as compared with 137 last year. The results show a great improvement in Agriculture, Mensuration and Mathematics, the subjects in which students were weak last year; but there is a larger number of failures in Persian this year.

Agriculture.—Continued improvement is shown in the training of the students in the practical part of the work in all schools except Delhi, which has only recently been allotted ground for this purpose. In all the schools ground for this work has either been permanently secured or negotiations are in progress to this end. At Multán the Circular of the Director of Agriculture on the protection of cotton crops from insects was acted upon with good results. *Practical Mensuration* continues to be taught. In *Drawing* for the Junior Drawing Masters' Certificate 236 students passed in one or more subjects from the whole of the five Normal Schools, and, including the Central Training College, there were altogether 331 student-teachers who added to their drawing qualifications during the year. Of the Normal Schools, Jullundur comes easily first with 69 passes in one or more subjects; Lahore second with 58; Multán third with 43; Ráwalpindi fourth with 35; and Delhi fifth with 26. Physical training was well attended to in all schools except Delhi, in which case the removal to their new quarters and

other improvements have already been effective. Lahore stands first and Multán second in this respect. The Annual Central Tournament for Normal Schools was held for the second time in February. The Tournament has done much to stimulate this part of the training of the students, and the annual visit to Lahore for this Tournament has been taken advantage of in the matter of lantern lectures in the Central Training College, visits to the Central Model School, the Lahore Museum, the Zoological Gardens, the Fort, the river and the bridge of boats.

70. *The Evening Continuation Classes* for Europeans and Natives, which were closed in December, 1904, on account of the difficulty in obtaining teachers who had not already worked during the day, were re-opened in April last, and have been fairly well attended. Shorthand, Type-writing, Book-keeping, Précis-writing, Drafting and Correspondence and Mathematics are the subjects mostly in demand. Commercial Law and Practice, Political Economy, Commercial History and Geography are but very little in requisition. It is hoped to re-establish similar classes for young women in October.

71. *The year's proress.*—The Principal of the Central Training College refers to the improvements which have been effected during the past three years. They include—(1) an increased staff for the College and for each of the Normal Schools; (2) an increase of over 100 students in the College and of 51 in the Normal Schools for men; (3) extensive additions to the College (practically rebuilding it), trebling the accommodation and providing Class-rooms, Science Laboratories and a Workshop, &c.; (4) the provision and occupation of fine buildings for the Normal Schools at Lahore and Delhi and also of Boarding-houses; (5) the enlargement and improvement of the Normal Schools and Boarding-houses at Ráwalpindi, Jullundur and Multán; (6) the provision of up-to-date furniture, appliances, apparatus, &c., for all branches of work; (7) the inauguration of the B. T. degree and the course of training leading up to it, and also the new Clerical and Commercial Teachers' Certificate; (8) the introduction of regular and systematic training in Practical Kindergarten work in the College, the Central Model School, the Normal Schools and their attached Model Schools; (9) the increase of play-grounds, the inauguration of the Annual College Sports' Tournament and of the Central Normal Schools' Tournament and the entrance of the College into the University Sports' Tournament; (10) the provision of a Gymnasium and a Swimming Bath for the College; (11) extensive additions to the buildings and the accommodation of the Central Model School, with its fine large Hall (96′×45′), and its improvements in furniture and appliances; (12) the introduction of Clerical and Commercial Classes in the Central Model School; (13) the additions to the libraries of the College and the Normal Schools and to the Museums of all Training Institutions; (14) the provision of grounds for the teaching of Practical Agriculture in Normal Schools and the extension of the course of training to two years. The College training now leads up to the B. T. degree, the main object being to render the students capable teachers, and they are not allowed, under any circumstances, to appear for a higher external examination. The training in the theory of teaching is closely associated with its practice in all institutions. The libraries have all been added to extensively, and each institution now has its Museum.

Model lessons, observation lessons and criticism lessons have increased in number and efficiency, and the method of teaching languages has improved. Drawing apparatus has been added to. The fittings of the College Workshop, where students are taught to make and repair simple pieces of Science apparatus, have been completed. The College Debating Club is doing useful work, and the Library and Reading Rooms are more generally used by the students. The introduction of a course of lectures on Physiology and Ambulance work is of special value to teachers, and the success of the students in the examination in theory and practice held by the St. John Ambulance Association is encouraging.

TRAINING OF FEMALE TEACHERS.

72. *The Normal School for Women* records steady progress both in numbers and work. There is a staff of 6 teachers with 53 students as compared with 4 teachers and 40 students last year. The total expenditure was Rs. 9,221

against Rs. 3,244. Establishment and Contingencies accounted for Rs. 4,161, Stipends for Rs. 5,060, and the Boarding-house for Rs. 901. A separate building has been hired for Hindu boarders, of whom there are 11. The lack of suitable boarding accommodation has been a source of anxiety and consideration. The results of the first Senior Vernacular Certificate Examination were satisfactory, and all the successful candidates have received appointments on salaries ranging from Rs. 20 to Rs. 30 per mensem. The difficulty that was predicted of getting teachers to go out and take up appointments has not been realized. They seem to take a genuine interest in their work, and are not only willing but eager to go where proper arrangements can be made for them. A small Primary School (54 on the rolls) has been opened as a practising school pending the provision of a larger school and a permanent building.

73. *Other Training Classes.*—St. Bede's College, Simla, had an average of 25 students on the rolls; on March 1st, 1906, the number was 22. Of these, 14 were 2nd year students, 9 1st year, and 2 were preparing for the Intermediate Examination. This College trains women teachers for European Schools. The expenditure was Rs. 23,341, against Rs. 29,864, of which Rs. 7,428 was from Provincial Revenues. All the 14 candidates presented for examination passed, and are now engaged in teaching. The building is an excellent one, and is properly equipped. There is a College Library, and the Debating and Amusement Clubs are popular. In March, 1906, a similar Training Class was opened in connection with Auckland House School. It has, at present, only 3 students on the roll. Normal classes are also attached to five Girls' Schools. The Amritsar Municipal Board Girls' School had 8 in the Senior Vernacular and 6 in the Junior Vernacular Classes, against 5 and 6 last year. The Alexandra School, Amritsar, had 3 students in the Senior Vernacular Class against 1 last year. The Christian Girls' School, Amritsar, had 6 (against 4) reading for the Senior Vernacular Certificate Examination. The American Presbyterian Mission School, Gujránwála, had 1 Senior Vernacular and 8 Junior Vernacular against 1 and 2 last year preparing for these examinations, respectively. The Victoria S. P. G. Christian Girls' School, Delhi, had 4 reading for the Junior Vernacular Certificate Examination. Altogether 36 were being trained in these five schools, and Rs. 1,006 was spent on stipends.

QUALIFICATIONS OF TEACHERS.

74. The total number of teachers in Native Schools was 7,805 against 6,367. The large increase of 1,438 is mostly accounted for by the opening of a large number of Primary Schools.

75. *Male Teachers in Native Schools.*—The total number of teachers in Boys' Schools is 7,066, of whom 3,580 are trained and certificated, 880 certificated but untrained, 149 trained but uncertificated, and 2,457 are neither trained nor certificated. The number of trained certificated teachers has risen by 114; that of untrained certificated teachers has fallen by 33. To these numbers must be added 175 teachers who gained certificates recently from the Central Training College, 199 from the Normal Schools, and 10 private candidates. The number of teachers without either training or certificate has risen by 586, due to the opening of new Primary Schools to which uncertificated teachers had to be appointed till trained teachers are available.

76. *Female Teachers in Native Schools* increased from 610 to 739; of these, 55 were trained, but 5 were uncertificated; 684 were untrained, but 79 held certificates. Besides these numbers 10 gained certificates in the recent Certificate Examinations.

Chapter VII.—Special Education.

77. *Law College.*—The number of students on the roll has declined from 170 to 88. The numbers for 1904 were 133; for 1903, 154. The numbers have steadily declined since 1898-99 with the exception of the substantial increase in 1905. The income from fees amounted to Rs. 8,485 as against Rs. 10,952 the previous year; the expenditure was Rs. 11,084 as compared with Rs. 12,348 in 1904-05.

In the Preliminary Examination 36 passed out of 57, 5 with credit, against 22 out of 32 last year; in the First Certificate Examination 8 out of 18 passed, 1 with credit, against 12 out of 24; in the Licentiate Examination 23 passed out of 27, 2 with credit, as compared with 11 out of 19 the previous year; in the Intermediate

Examination 14 were successful out of 19, against 18 out of 24; and in the LL. B. Examination 14 passed out of 48 as compared with 10 out of 41.

78. *Medical College and School.*—For the first time for many years it is necessary to record a decrease in the average number of students in both the College and the School; in the College it fell from 274 in 1904-05 to 260, and in the School from 325 to 292. This is to be ascribed in the case of the School to two main causes, *viz.*, (1) restriction of admission rendered necessary by the insufficiency of material for anatomical purposes; and (2) the raising of the literary test from the Anglo-Vernacular Middle School Examination to the Entrance Examination. The Inspector-General of Civil Hospitals notes that perhaps a temporary reduction at all events was inevitable under the circumstances, but the effect on recruiting for Assistant Surgeons and Hospital Assistants will be seriously felt some years hence. He opines that the raising of the standard of the literary test for Hospital Assistants will prove but a temporary check on the flow of candidates, especially if the pay, position and prospects of this class are improved as it is hoped they will be before long.

Scholarships and stipends are granted liberally. In the College 72 out of 260, or 27·6 per cent., receive them, against 82 last year. In the Hospital Assistant Class 204 out of 292, or 69·8 per cent., are stipendiaries, against 206 in 1904-05. The income from fees, in spite of the large number of scholarships and stipends available, continues to rise, the total amount received from both institutions amounting to Rs. 22,255, or Rs. 1,795 in excess of the previous year. This source of income makes a considerable difference in the net cost to Government. The total expenditure amounted to Rs. 1,86,931 against Rs. 1,45,663 the previous year. Of this amount the sum of Rs. 1,29,007 was debited to the College and the balance (Rs. 57,924) to the School, including expenditure on the Boarding-house. The increased expenditure in the College was due to (*a*) an increase in the salaries of the Principal and the professorial staff; (*b*) increased rates of scholarships due to the fact that many had passed the B. A. or the F. A. Examination in the 1st Division; (*c*) increased expenditure on the purchase of instruments and chemicals. In the School the increase is due chiefly to expenditure on furniture and chemicals, and includes a sum of Rs. 19,856, being the cost of Government securities for Rs. 20,000 purchased on behalf of the College. Of the total expenditure Rs. 1,36,171, or 72·8 per cent., was paid from Provincial Revenues. The average cost of each College student was very nearly Rs. 376 against Rs. 310, and of each School student Rs. 66 against Rs. 60. In the Preliminary Scientific Examination of June, 1906, 41 passed out of 89 candidates as against 48 out of 78 in 1905. In the First M. B. and L. M. S. Examinations 26 passed out of 76 against 26 out of 61; and in the Second M. B. and L. M. S. Examinations 19 passed out of 28 against 16 out of 26. Five female students appeared in the Senior and Junior Examinations of the Certificate Class, of whom two passed. For the Final Examination for the Hospital Assistant diploma 80 passed out of 102, or 78 per cent., against 71 out of 104 last year. In the Junior Examination for the same diploma 80 passed out of 100, as against 78 out of 84. An important feature in the history of the year is the occupation, towards its close, of the Boarding-house for the Hospital Assistant Class. The appointment of a second Junior Demonstrator of Anatomy was sanctioned during the year. The discipline in the College throughout the year is reported as having been good.

79. *The North India Medical School for Christian Women, Ludhiána,* had 38 students on the rolls as compared with 43 last year; of these, 15 were studying in the Medical Assistants' Class, 5 in the Compounders' Class, and 12 were under training as Nurses, and the rest as *Dáis*. All, except 4 Muhammadan *Dáis*, were Christians, 3 were Europeans, 7 Eurasians, and 24 Native Christians. Land has recently been acquired on which to erect the much needed hospital buildings for which a Government grant has been obtained. The growth of the hospital during the past six months has emphasized the need of these buildings. The expenditure on the school and hospital amounted to Rs. 26,437 as compared with Rs. 16,652 last year. In addition, Rs. 9,253 was spent in connection with the Victoria Memorial Dispensary Fund, and Rs. 388 in connection with the medical relief sent from the hospital for the women who had been injured in the great Kángra Valley earthquake. In the recent Hospital Assistant's Diploma Examination 3 out of 4 passed the Final and 1 out of 2 the Junior Examination. Two passed the School Examination for Compounders and two for Nurses. Six passed the Government examination for midwives and seven for *Dáis*. The

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Inspector-General of Civil Hospitals speaks highly of the work done in this institution.

80. *Madrassa-i-Tibiya, Delhi.*—Here the Yunáni system of medicine is taught through the medium of Arabic, and an arrangement also exists for a course of lectures on Anatomy and Surgery by an English Doctor. The roll further declined from 115 to 94; all were Muhammadans except one. The expenditure was Rs. 2,396, of which Rs. 1,200 was provided from Municipal Funds. There were 33 pupils in the Boarding-house, and the expenditure, entirely from Subscriptions, was Rs. 395.

81. *Vedic and Yunáni Classes* are maintained by the Punjab University, the former at the Dayanand Anglo-Vedic College, and the latter at the Islámia College, Lahore. In the Vedic Class there were 18 students against 8 last year, and in the Yunáni Class 16 against 21. The total expenditure on these Classes was Rs. 641, of which Rs. 310 was from Provincial Revenues.

82. *The Veterinary College, Lahore*, had 209 students on the rolls as against 153 last year, and 47 scholarship-holders against 35. The Wace Scholarship of Rs. 32 has proved attractive in inducing a Veterinary graduate to take another year's practical training. In accordance with the orders of Government the whole of the native teaching staff and students of the Ajmere Veterinary School were transferred to the College on April 1st, 1905. Three teachers and 20 students were thus transferred, and in addition Captain Baldrey was appointed 3rd Professor. As none of the new native teachers had passed the Graduates' Course, they were appointed assistants under other Professors, and this allowed of a very advantageous re-distribution of the work. The expenditure was Rs. 70,236 against Rs. 57,964 last year, of which Rs. 35,986 (salaries of the Principal and the Professors) was from Imperial Revenues against Rs. 27,111 last year; and Rs. 34,250 against Rs. 28,812 (Establishment and Contingencies) from Provincial Revenues. In this latter sum fees have not been deducted. The increases are due to the appointment of a 3rd European Professor and to the extension of the establishment in the new departments of the College. The income from fees rose to Rs. 3,819 from Rs. 2,209.

In the First Year Class 51 passed out of 61, or 83 per cent., against 58 out of 67 last year, in addition to 17 passes out of 18 in the Military Class undergoing a two years' course. Of the 10 failures 7 failed in one subject only and obtained 45 per cent. of the aggregate; they are therefore entitled to join the Second Year Class and to present themselves again in June. In the Second Year Class 73 passed out of 81 or 90 per cent., against 45 out of 47. Of the failures two are qualified to proceed with their studies and to be re-examined in June. For the Final Examination 45 passed out of 50, four having the privilege of re-examination in June, against 32 passes out of 39 last year. These results are satisfactory. The students comprised 46 Sikhs, 26 Hindús and 137 Muhammadans. In July, 1905, instructions were received from the Military Department that a two years' course of training should be instituted for Sowárs of Cavalry Regiments of the Indian Army. This will necessitate a separate course of lectures, and text-books and the services of a Military Veterinary Surgeon have been applied for. The improvements in accommodation effected during the year comprise:—A new Clerk's office and Professor's room for the Professor of Surgery, close to the hospital; a new out-patient clinic constructed and the pharmacy entirely refitted; a new lecture room, office and laboratory for the Professor of Sanitary Science on a site adjoining the segregation ward, so that all the contagious disease work can be kept in one place. Six additional stables and a new dead-house for the segregation ward have been sanctioned, as also more dog kennels, a large anatomical room and a hostel. These latter buildings are only awaiting the acquisition of the site which has already been sanctioned. Great improvement has been effected by providing class-rooms and laboratory in connection with the segregation ward. They were handed over in December and have been equipped with the necessary apparatus for teaching purposes. The Principal emphasizes the great importance of making the teaching on contagious diseases as practical as possible, and looks forward to great improvement in this direction next year. Work has been continued on dourine and camel surra. Captain Baldrey has found coccidiosis to be a common disease, and is investigating some sheep diseases such as *gilhar, juvi* and *chichari ki bímári*, and Major Pease has noted on filaria and dourine in the Districts. The demand for Veterinary graduates is as great as ever, but special efforts are being made to meet it, and there are now 278 men in training. A third edition of the

Principal's "Equine Medicine" has been issued, the Indian Veterinary Journal has maintained its popularity, and Captain Baldrey has written a text-book on Sanitary Science.

83. *Mayo School of Art, Lahore.*—There were 380 students on the rolls against 333 last year; of these, one was a Native Christian, 20 were Brahmans, 135 Non-Brahman Hindús, 47 Sikhs, 175 Muhammadans, and 2 Pársís. Provincial Revenues contributed Rs. 21,105 on account of Establishment and Contingencies against 21,481 last year. There were 116 scholarships current against 127 last year; and Rs. 6,098 was spent against Rs. 5,552. District Funds contributed Rs. 1,102 against Rs 777; Municipal Funds Rs. 1,326 against Rs. 960; the Lord Lawrence Scholarship Funds Rs. 900 against Rs. 1,200; Native State Funds Rs. 408; and Victoria Institute stipends Rs. 48. Local Board stipends have been still further expanded, and have done much to extend the sphere of influence of the school. The results of the examinations are again very satisfactory. Thirty-one passed students of the year from the School and the Engineering Class are employed on salaries ranging from Rs. 15 to Rs. 100. During the year a Boarding-house has been opened in hired buildings, and is a great boon. It was immediately popular, and is already full. A prize scheme has been introduced with competitions in Wood-carving, Metal-work (Repoussé), Metal-work (Blacksmith), Modelling, and Decorative Painting. It is hoped to hold an annual exhibition of the work of the students in this connection. The amount of practical work done has been much greater than usual, due principally to the Royal visit, and included the decoration of the dining hall at Government House, Lahore; painting and decorating the large Montgomery Hall, Lahore; alterations and improvements to the Circuit-house, Delhi; the decoration of Government House, Peshawar; designing and erecting triumphal arches; designing and executing one large and several small metal lamps for the Táj at Agra in accordance with Lord Curzon's directions; and various artistic improvements in the Lahore Museum. A series of Industrial Art Pattern Books is being prepared by Mr. Percy Brown, and the one on "Wood-wook," with a series of plates, is now nearing completion. The School was honoured by a visit from Her Royal Highness the Princess of Wales, accompanied by His Honour the Lieutenant-Governor, and the Earl and Countess of Shaftesbury, on November 29th.

84. *The Government School of Engineering* is also for the present under the Principal of the Mayo School of Art, and has been taken over from the control of the Punjab University. There were 98 students on the rolls against 57 last year. The fees totalled Rs. 572, and the expenditure on stipends was Rs. 288. In the First Examination in Civil Engineering 12 passed out of 22, and the School gained the first place on the list. Twelve students succeeded in gaining employment on salaries ranging from Rs. 30 in Amritsar to Rs. 200 in South Africa. The work of the class has been very good in spite of the fact that one teacher only was employed by the University. Improvements have been effected in the matter of staff, apparatus, equipment, etc. No less than 250 pupils are now on the rolls, and the popularity and efficiency of the new Government School of Engineering is already assured.

85. *The Magic Lantern Lectures* comprised a series of 12. As usual, several additional slides were prepared in the School of Art, and the popularity of the lectures has been maintained. Three were delivered by ladies for ladies only, and are reported as being particularly interesting and greatly looked forward to by *pardanashín* ladies.

86. *Railway Technical School, Lahore.*—The rolls contain 334 boys' names against 399 the previous year. The decrease in numbers confined to the Primary department is said to be due to the revised Scheme of Studies by which English has been eliminated from the Upper Primary course, and has been considerably reduced in the Middle department. Since the end of the year the numbers show a slight tendency to increase. By far the greater number (232) are Muhammadans. The Artisan Class numbered 288 and non-artisans 46; most of the artisans whose sons attend the School are employed in the North-Western Railway Workshops. Non-artisans paid Rs. 230 in fees as against Rs. 294. The expenditure was Rs. 8,666 against Rs. 7,598. There were 44 Lord Lawrence Scholarships current against 38, and they amounted to Rs. 1,294 against Rs. 1,159. The results of the examinations on both the General and Technical sides were satisfactory; 21 out of 24 passed the Middle Standard Examination held in January; in the various departments, except the Infant, an

mprovement is shown over the results of last year. With the exception of the Infants all learn Drawing, 268 learn Wood-work, and only 66 now learn Smiths' work, which does not seem to gain in popularity. Several improvements were effected during the year in the machinery and appliances, and a greater number of visits was paid by the boys to the Railway Workshops. The ground behind the School has been acquired temporarily for Drill, Gymnastics and Games; and the conduct of the boys is again reported upon as being very good. An old students' register has been opened, and has 237 names of boys who left from the Middle department. Passed students earn salaries ranging from Rs. 15 to Rs. 50 a month; some go to the Mayo School of Art, some to the Railway Workshops and generally are favourably reported upon; while others take up various trades and occupations in the city.

87. *The Evening Classes, Railway Technical School, Lahore,* are established for the benefit of artisans and apprentices in the Railway Workshops, and meet three times a week. There were 51 students on the roll (against 25 last year), but the average attendance fell from 14 to 10, due, in some measure, to the students having to work overtime. No tuition fees are levied. The expenditure was Rs. 876 against Rs. 943 last year.

88. *The Municipal Board Industrial School, Amritsar,* had 162 boys on the roll against 146 last year. Of these, 24 are in the Middle department. The expenditure rose from Rs. 2,919 to Rs. 3,029, to which fees contributed Rs. 134 against Rs. 119 last year. The examination results, on both the General and Technical sides, were, on the whole, satisfactory. Drawing is not quite as good as usual, and joinery work was not satisfactory. Metal-work is good, but the class is a very small one. An additional room is needed for joinery work. No improvements are visible, and the Primary classes are still badly accommodated. More time is now given to industrial work, but this work is confined to a little Chatera work and Carpentry. The Municipal Committee appear to take little interest in the School, and no effort is made to extend its scope, though many branches of industry might usefully be taught.

89. *The Municipal Board Industrial School, Delhi,* had 57 students against 68 on the rolls; of these, 53 were artisans. The rented building is commodious, but furniture and apparatus need improving. There are now no Middle classes. On the General side 2 out of 3 passed the Upper Primary Examination; 6 out of 10 the Lower Primary; and 10 out of 14 the Infants' Examination. Mental Arithmetic is not taught at all, and Object Lessons are not intelligently taught. In Technical subjects 22 passed out of 27. In both General and Technical subjects 16 passed out of 27. The expenditure fell from Rs. 1,903 to Rs. 1,359. Fees realised only Rs. 42.

90. *The District Board Industrial School, Ludhiána,* had 123 boys on the roll against 146 last year; 81 of these were sons of artisans. The falling-off of 23 is attributed to the change in the Scheme of Studies. On the Technical side, Drawing, Carpentry and Blacksmithy are taught; while Urdu, English, Arithmetic and Object Lessons are taught on the General side. Sheds for Carpentry and Blacksmith work are badly needed, as are also some more tools and a turning lathe and a forge. Drawing and Wood-work are well taught. In the Middle Standard Examination all five boys sent up passed; the total passes in the other standard in both General and Special subjects were 32 out of 46.

91. *The Victoria Diamond Jubilee Hindu Technical Institute, Lahore,* had 83 on the rolls against 56 last year. The Special subjects taught are smithing, carpentry, photography, type-writing, short-hand, rubber-stamp-making and engraving; while there is a city branch where needlework is taught to some 12 girls. The total expenditure amounted to Rs. 5,915, or Rs. 1,067 more than last year. The Municipal Committee gives a grant of Rs. 1,200 annually. There were 16 stipends paid from Subscriptions besides one Anglo-Vernacular Middle Scholarship of Rs. 35 monthly awarded to a student in Mechanical and Electrical Engineering at Bombay.

92. *The Evening Classes* attached to this institute had only 6 pupils, all of whom simply learnt type-writing, and paid Rs. 209 as tuition fees, which left a saving of Rs. 44-8-0 to the Managers. The students obtain good appointments though they pass no public examination.

93. *Technical Classes, Dayanand Anglo-Vedic College.*—The Tailoring Class had 8 pupils against 11 last year, costing Rs. 238 against Rs. 371. The Engineering Class had 56 students on December 31st, 1905, and there were 6 in

the Drawing Class and 11 in the Preparatory Rurki Class. Fees (for 9 months) realized Rs. 1,509, and the total expenditure (9 months only) was Rs. 1,633.

There is a *School of Surveying* in the new Mughal Sarái, Muzang, Lahore, kept by a retired Draftsman which has about 100 students.

94. *Christian Boys' Boarding School, Ludhiana.*—There are three Workshops or Classes attached to this School. The Carpenter's Shop had 18 pupils Carpet-weaving Shop 6, and the Tailor's Shop, 7.

95. In the *Clarkabad Mission Orphanage* tailoring, carpentry, shoemaking and gardening are taught to 13 boys.

96. In the *St. Francis' Orphanage* carpet-weaving, shoe-making, dyeing, tailoring and cooking are taught.

97. *The Boys' Industrial Home, Gujránwála,* is an Aided Indigenous Industrial School. The Technical subjects receive proper attention; good progress has been made in drawing, and tailoring has much improved. Carpentry, smithing and weaving continue to be well taught. The introduction of other branches, such as shoe-making, is contemplated. The school is well managed, and continues to do good work. The pupils wear clothes of their own weaving and sewing, and all are required to help in farming and cooking. There are 82 on the rolls.

98. *Other Industrial Institutions: The Arya Samáj Orphanage, Ferozepore* teaches drawing (freehand), tailoring, carpentry, blacksmithing and weaving, to the boys; the girls learn knitting, embroidery and cooking with a fair amount of success.

The S. P. G. Mission Industrial School, Delhi, for low-caste Christian girls, had 36 against 34 on the rolls. They were learning reading, writing and arithmetic, needlework, knitting, spinning, leather shoe-embroidery, and household duties. The needlework is particularly good.

The Indigenous Industrial School, Gurgáon, had 35 boys learning drawing, wood-work, shoe-making and tailoring, and is doing useful work, due to the untiring zeal of the Manager, the Rev. S. S. Allnutt, and his staff.

The Indigenous Industrial Settlement, Salámatpur, Palwal (Gurgáon District), had 101 orphan girls (24 more than last year) who learn needlework, including embroidery and lace-making, and household duties. The school is doing very good work, and some are being trained in Palwal as Hospital Nurses. There is an *Industrial Home at Pasrúr* where Christian girls, mostly orphans, learn spinning, weaving, sewing and grinding. In the *Sozankári* M. B. School, Maghiána, the number of girls on the roll has fallen from 38 to 16. This is a *pardah* institution, and sewing, embroidery, kashída and knitting are the subjects taught.

The Aided Indigenous Industrial School, 'Isa Khel (Miánwáli District), is a mixed school. The girls' roll declined from 72 to 68 and the boys' increased from 38 to 46. The three R's are taught through the medium of Panjábi.

At *Mankera* there is a fair Gurmukhi School, of an *Aided Indigenous Industrial* character, with 47 on the rolls, and another *mixed school at Músa hel* where the numbers have increased to 20 girls and 9 boys, but the work generally was not satisfactorily done. *The District Board Primary Industrial School, Muzaffargarh* is a new institution with 33 boys (the boarders are fed from District Funds) and drawing and carpentry are taught.

The Daira-i-Dín-i-Panah Girls' Aided Indigenous Industrial School had 32 girls doing satisfactory work, especially in needlework. *The Unaided Nágri Indigenous Industrial School, 'Alipur (Muzaffargarh),* had 36 girls where needlework was the only special subject. *Montgomerywála Aidd Industrial Indigenous School* had 54 girls, against 27, where the industrial work was good. *The Ratemanabad Aided Indigenous Industrial School* had only 18 girls. *The Arya Putri Páthshala, Lyallpur,* is an Indigenous Industrial School with 66 girls, but the school-house is overcrowded.

The Khálsa Kanya School, Lyallpur, had 42 girls. Needlework, including knitting, is the special subject generally taught in these schools. The Orphanage maintained by the *Anjuman-i-Himáyat-i-Islám, Lahore,* trains some 20 boys in tailoring, stocking making, working with a hand-loom, and type-writing; while the senior girls learn needlework and cooking.

99. *Music Schools.—The Gandharva Maha Vidyálaya* School of music continues to teach Hindu music. The *Multán Harmonium School* is an Unaided

Institution, and had 22 pupils against 37 last year. It teaches the harmonium and singing, and has Nágri Classes in Reading and Writing.

100. *Clerical and Commercial Classes.*—In the Clerical and Commercial School, Amritsar, the number on the rolls was 67 against 68 in 1904-05. The two ordinary school classes learn book-keeping, drafting, shorthand, native accounts, &c.; a small "special" class, which fluctuates in number, learns type-writing. The examination results were poor this year, 11 passing out of 40, against 13 out of 34 in the University Examination. It is hoped that a new syllabus will be introduced shortly, and that the staff will be strengthened. Of the 11 successful students 5 have obtained employment in Lahore, Amritsar and Multán on salaries ranging from Rs. 15 to Rs. 20. One other is employed in his father's banking business; five are unemployed.

The class in the Central Model School, Lahore, passed 8 out of 14, against 7 out of 12 last year. The class at Rewári had only 3 boys, of whom one appeared at the University Examination, but failed. The classes at the Mission School, Ráwalpindi, continue to do good work, and had 22 against 21 on the rolls. Of 11 boys presented for examination, 6 passed against 7 out of 14 last year, and 4 have obtained employment. The classes at the Khálsa and the Mission Schools, Gujránwála, have been closed.

Chapter VIII.—Female Education.

101. *Secondary Schools.*—One Aided Anglo-Vernacular High School was opened during the year, making a total of 12 Anglo-Vernacular High Schools. There are no Vernacular High Schools. There are 12 Anglo-Vernacular and 12 Vernacular Middle Schools, or altogether 36 Secondary Schools. There were 558 pupils in the Secondary stage of Anglo-Vernacular Schools and 149 in Vernacular Schools, giving an increase of 50. These figures include 452 Europeans. There were 129 scholarships current, being an increase of 12. Eleven more than last year were held by Europeans.

102. *Primary Education.*—The number of schools rose from 343 to 459. Of the 116 new schools 75 are Government and Board Schools, 14 are Aided Schools, and 27 are Unaided Schools. The number of pupils rose from 15,395 to 19,070, or by 24 per cent., of whom 16,643, or 3,614 more than last year, were in Primary Schools proper. These figures include 1,137 Europeans. The number of native girls learning English was 337, or 7 more than the year before.

103. *Comparison by Circles.*—In the Western Circle the Ráwalpindi District has the largest number of girls in school. This is practically due to the large number of new schools recently opened. Ráwalpindi has no Middle School. In Secondary Schools, Lahore and Amritsar are about equal in importance. The Lady Dufferin Christian Girls' School in Lahore is similar to the two allied C. M. S. Christian Schools of Amritsar in standard and numbers. The Vernacular Schools of Lahore and Amritsar are also about equal. The chief difference is that the Victoria School, Lahore, attracts a larger number of the educated classes than the M. B. Central School, Amritsar. Primary education, however, prospers better in Amritsar than in Lahore, the schools being far more numerous and prosperous. One great reason for this is, that in the Sikh city the religious books are in the character which is used for the mother tongue, so that Primary education has behind it the motive which is everywhere strongest in the teaching of girls, the desire that they should be able to read the sacred books of their religion. In Lahore there are practically no schools outside the city, and in Amritsar none but Mission Schools, except at Taran Táran. Siálkot and Gujránwála come next with fairly prosperous Vernacular Middle Schools. There are prosperous Hindu Schools at Multán, Dera Gházi Khan, Montgomery, Shahpur, Karor, &c. Schools for Muhammadans are few, and not prosperous, the reasons for this being the *parda* system and the language difficulty. In the Eastern Circle, Delhi, which until quite recently has been absolutely indifferent to female education, is at last beginning to realize the necessity of opening Girls' Schools. There is not a single Board School in Delhi, but 3 Private Schools were opened during the year. Apart from the Mission Schools, the school at Najafgarh is the only one in the Delhi District doing good work. There are good Hindu Schools at Rohtak, Jhajjar, Bohar, Hánsi and Sirsa. From here towards Ludhiána there is little being done. In Ludhiána itself and in Jagráon there are fair Board Schools. At Jagádhri in the Ambála District

a good Private School has been opened. A Middle School has recently been opened at Jullundur. The Kanya Maha Vidyálaya in the city is an exceptionally good Private School. The only good schools in the Hoshiárpur District are the Private School at Hariána and the Unaided Mission Orphanage at Hoshiárpur. The Arya and Dev Samáj Schools in Ferozepore are also doing well.

104. *Expenditure.*—The total expenditure on schools for Europeans and Natives rose by Rs. 26,840, from Rs. 2,47,086 to Rs. 2,73,926. The expenditure on Secondary departments rose from Rs. 67,701 to Rs. 72,517, and in Primary departments and Primary schools from Rs. 1,79,385 to Rs. 2,01,409. Public Funds contributed Rs. 1,40,388, Fees Rs. 48,170, and Other Sources Rs. 85,368.

105. *Scholarships.*—The value of scholarships rose from Rs. 15,476 to Rs. 16,930, while the total number of scholarships fell from 743 to 707. Public Funds contributed Rs. 16,154 and Other Sources Rs. 776. In the High stage 12 scholarships were current, in the Middle stage 117, and in the Primary stage 578.

106. *Examination Results.*—The following tabular statement shows that a higher percentage of passes has been attained in all examinations:—

Examination.	Candidates.	Passes.	1906.	1905.
Entrance	34	23	67·6	60·9
Middle School	77	57	74·0	53·0
Middle Standard for Native Girls—				
Anglo Vernacular side	7	7	100·0	90·0
Vernacular side	37	35	94·6	81·2
Upper Primary	477	374	78·4	72·3
Lower „	1,421	1,010	71·1	64·3
Grand Total 1906	2,053	1,506	73·4	...
„ 1905	1,888	1,248	66·1	...

107. *Domestic Economy, Needlework and Physical Training.*—Domestic Economy is taught in the Siálkot Mission School and in one or two other boarding schools. It can only be taught in boarding schools and then only so far as the conditions can be made to resemble those of the future home. The Inspectress, Eastern Circle, is of the opinion that in both day and boarding schools more importance should be attached to Hygiene, and, where possible, that lessons should be given in First Aid and Nursing, as girls learn nothing of this in their own homes. Needlework seems to have made little progress except in Mission Schools. Good work is also done in the Dev Samáj School, Ferozepore, and in the Unaided Private School, Hariána. Lace work is done in the Victoria School, Lahore, and knitting crochet, net work and kashída are eagerly practised. The Inspectress, Western Circle, remarks "to make needlework what it should be the teachers must first be taught, and I should like to sea needlework take a much larger place in the Certificate Examinations." Physical training receives so little attention that neither Inspectress has reported on it.

108. *General progress.*—Both Inspectresses are agreed that there is steady progress everywhere. Miss Francis notes that "the demand for English steadily increases, and it may be hoped that it will be possible to establish an Anglo-Vernacular School for non-Christians, which will give them some of the advantages which Christians now have." On the same point Miss Sime reports that "the Upper Classes are beginning to see the advantages of educating their girls, and are even anxious to have them brought up under European supervision." There is a great deal of informal Zanána teaching going on, but the difficulty is to systematize it. This difficulty, however, is likely to be gradually removed by the growth of experience of this class of work on the part of the Inspectresses. Two main factors have entered into the development of female education. The first is the enlargement of the inspecting staff which is now working at its full strength. Schools formerly passed by as being inaccessible in the time at the disposal of the Inspectress are now visited, and it is known that Government takes a special interest in female education. The Inspectresses and their Assistants are able to exert a personal interest where they had hitherto been unknown. The second is the sending forth of the first batch of fully qualified teachers from the Normal School for Women. Women have been admitted to this school from all parts of the Province, and

have gone out to fill appointments with a new enthusiasm for work. The difficulty now is not to get candidates for training but to find room for them in the school and its boarding-house. There can be no question but that the *esprit de corps* of the Normal School students, retained by the successful ones in their widely separated appointments, will prove one of the most valuable agencies in the spread of female education. Amongst minor agencies it is noticed that the increase in the number and value of scholarships, and in the rates of grants-in-aid have exercised a beneficial influence. In the Western Circle Miss Francis reports that both Hindu and Muhammadan girls seem inclined to stay much longer at school. This is chiefly noticeable in Lahore. There is also a general desire for improvement in method, for Kindergarten; and for Drawing. The supply of qualified teachers is still far short of the demand. From the normal classes in the various Aided Schools 5 candidates appeared at the Senior Vernacular Certificate Examination, but only one passed. Of 14 candidates for the Junior Certificate 9 passed. The first class of 8 students in the Normal School for Women was examined for the Senior Certificate and 6 passed. It may be noted that all these women received appointments on salaries of from Rs. 20 to Rs. 30 per mensem with free quarters—3 in Board Schools and 3 in Private Schools.

Chapter IX.—Education of Europeans.

109. *Schools and Pupils.*—There has been no change in the number of Public and Private Schools during the year, but there is an increase of 103 in the number of pupils attending them.

110. *Grades of schools and stages of instruction.*—According to the grades of instruction imparted in Public Schools there are now 16 High Schools, or 1 more than last year, and 16 Middle Schools, or 1 less, the change being due to the provisional recognition of the High department of the Convent School, Siálkot. The number of Primary Schools remains the same as last year. The number of scholars at the Secondary stage is 29 more, the increase being equally divided between boys and girls. At the Primary stage there is an increase of 57, the number of boys having increased by 49, while that of girls has risen by 8. All the Public Schools, with the exception of the Lawrence Asylums at Sanáwar and Murree and the Park and Loreto Convent Schools, Simla, are returned as Aided institutions. The Murree Asylum, though merely receiving a grant from Government, is returned as a Government institution.

111. *Expenditure.*—The total expenditure on Public Schools was Rs. 2,32,220, or Rs. 4,286 more than last year. The increase is spread over all kinds of schools, except Unaided High Schools, which show a decrease of Rs. 8,787. For this decrease the Park School, Simla, is wholly responsible, the figures supplied by the institution last year not having been altogether accurate. Of the total, Imperial Revenues contributed Rs. 23,431, or 10·1 per cent.; Provincial Revenues Rs. 75,810, or 32·6 per cent; Fees Rs. 83,072, or 35·8 per cent; and Other Sources Rs. 49,907, or 21·5 per cent. The average annual cost of educating a pupil at the Asylums was about Rs. 86, in Aided Schools Rs. 98, and in Unaided Schools Rs. 213.

112. *Fees.*—The income from Fees amounted to Rs. 83,072, or Rs. 6,030 less than last year. The actual fee-receipts are larger than the sums exhibited in our returns, as in Convent Schools where teachers get no pay, actual expenditure, which frequently does not exceed the Government grant, cannot include all the fee-receipts. Different rates of fees are charged in different schools. The average annual fees paid by each pupil in Aided and Unaided Schools were Rs. 35 and Rs. 159, respectively.

113. *Scholarships.*—Seventy-one scholarships were current during the year, or 20 more than last year, 34 being held in Boys' Schools and 37 in Girls' Schools. The total expenditure on scholarships amounted to Rs. 6,990, or Rs. 2,053 more than last year. The system of re-awarding the scholarships has raised the number and expenditure considerably.

114. *Examinations.*—There were no candidates from Public Schools for the Entrance Examination of either the Punjab or the Calcutta University during the year under report. In the High School Examination, 9 boys and 17 girls were successful out of 35 boys and 27 girls who appeared, against 14 boys and 21 girls who passed out of 35 boys and 36 girls in the year before. These

figures show that the result on the boys' side was not so good this year as in the case of the girls. In the Middle School Examination 46 boys and 57 girls passed out of 69 and 77 respectively, against 46 boys and 44 girls out of 71 and 83 last year. The highest number of passes in the High School Examination was from the Auckland House School, Simla, while the Lawrence Military Asylum, Sanáwar, passed the most in the Middle School Examination.

115. *Industrial and Technical Training.*—There are no special Technical Schools for Europeans in the Punjab, but a good deal continues to be done in this direction, as heretofore, in some of the ordinary schools. In the Lawrence Military Asylum, Sanáwar, 126 boys learn instrumental music, 10 are in the Telegraph Class, and Carpentry is taught to 89 boys; the boys are also given instruction in cooking and do ordinary domestic duties. The girls are taught ordinary cooking, make and mend clothes and learn the use of knitting and sewing machines. In the Lawrence Memorial Asylum, Murree, the boys take part in the domestic work of the school, and some learn elementary Carpentry and Type-writing. The girls do household duties and mend clothes, and a few learn cooking and type-writing. In the St. Francis School, Simla, the girls are taught to cut out and make their clothes, and they also knit stockings. In the Mayo Orphanage, Simla, the girls do domestic work; plain and fancy needlework is taught, and a few learn type-writing. In the Cathedral Orphanages, Lahore, the boys are taught shorthand and type-writing, and girls are taught cooking, needlework, stocking-knitting by machine, type-writing and domestic work. In the Railway Night "School, Steam and the Steam Engine," Applied Mechanics and Machine Construction and Mechanical Drawing are taught to the senior class, and the elementary class learns Applied Mechanics and Practical Mathematics. The progress made during the year was generally satisfactory.

116. *Lawrence Military Asylum, Sanáwar.*—The number on the rolls at the end of the year under report was 505, or 13 more than last year, the number of boys being 260 against 278 in the previous year, and of 245 girls against 214. The examination results were good. Twenty-eight candidates went up for the Middle School Examination and 23 passed, 3 winning scholarships. The boys did particularly well, all passing. Thirteen candidates went up for the High School Examination, of whom 7 passed, one gaining a scholarship. In the Primary Scholarship Examination one scholarship was won. The Girls' School staff is considerably stronger than formerly, and an additional teacher has also been sanctioned for the Boys' School. Physical training and discipline are excellent as usual. The health of the children has been exceedingly good. The expenditure on the institution was Rs. 27,943, or Rs. 1,972 more than last year. To this Fees contributed Rs. 4,512, or Rs. 81 more than in the previous year.

117. *Lawrence Memorial Asylum, Murree.*—At the end of March, 1906, the roll was 175, or 3 more than last year. On the boys' side there has been an increase of 6, whereas the number in the Girls' School has decreased by 3. In the High School Examination only one boy passed out of 6—a poor result. In the Middle School Examination, 5 out of 9 passed. The staff of the Girls' School is stronger than last year, but the Boys' School staff is rather weak numerically. The tone and discipline of the school have improved. Drill and Gymnastics receive regular attention.

Further grants of Rs. 5,000 and Rs. 2,000 were made by Government to the institution during the year, in addition to the building grant of Rs. 78,000 sanctioned in 1904-05 to be paid in three instalments. The expenditure for the year was Rs. 26,717, or Rs. 1,757 more than last year. The receipts under "Fees" have increased by Rs. 3,934, while those under "Other Sources" have decreased by Rs. 3,056.

118. *Teachers.*—The total number of teachers employed in European Schools is 185, *i. e.*, 53 males and 132 females. Of these only 5 male and 7 female teachers hold a British University Degree, while 16 males and 24 females have other University qualifications or hold Teachers' Certificates obtained in Britain. Ten males and 34 females are in possession of a Letter of Recognition from the Department, and the remainder are either members of Religious Orders or have passed various examinations of Indian Universities.

119. *General remarks.*—The Inspector reports that greater difficulty is felt as time goes on in finding competent male assistant teachers, and the

complaint is made on all sides. But now that St. Bedes is turning out trained Mistresses, there is no fear of a similar state of affairs in Girls' Schools. The general work of Girls' Schools tends to improve, but the same cannot be said in the case of those for boys, owing to the want of good teachers. The medical examination of children continues in the Cathedral Girls' School, Lahore, with the best results, as it has enabled defects in sight to be attended to. In addition to the liberal grants sanctioned in the past three years, Rs. 2,76,000 was paid by Government to European Schools in the Punjab as grants for buildings and appliances during the year under report. The chief items were the building grants of Rs. 50,000 and Rs. 70,000 made to the Convent School, Murree, and the Cathedral Girls' High School, Lahore, and the special grants of Rs. 20,000 and Rs. 46,000 made to Auckland House, Simla, and Bishop Cotton School, Simla. Government also sanctioned Rs. 2,18,000 as grants for building and appliances to be provided in the Budget-Estimates for 1906-07, the main item being of Rs. 1,84,000 for re-building Bishop Cotton School by the Public Works Department. The re-building of the Lawrence Memorial Asylum, Murree, for which a grant of Rs. 78,000 was sanctioned in 1904-05, is near completion.

Chapter X.—Education of Muhammadans.

120. *Number and Comparison.*—In Public Institutions for males and females the attendance of Muhammadans, Hindús and Sikhs has risen, and the increase is shared by all the Circles of the Province. The number of Muhammadan boys under instruction in Public Institutions rose from 66,018 to 77,157, *i.e.*, by 11,139, or 16·9 per cent.; of Hindús from 80,761 to 88,649, *i.e.*, by 7,888, or 9·8 per cent.; of Sikhs from 17,657 to 21,397, *i.e.*, by 3,740, or 21·2 per cent. But in Private Schools all the communities show a decline—Muhammadans of 2,518, Hindús of 1,427, and Sikhs of 830. The percentage of school-going age in Public Institutions is for Muhammadans 8·94, for Hindús 13·85, and for Sikhs 16·71, the corresponding figures for last year being 7·64, 12·61 and 13·79. Taking Public and Private Institutions together, this percentage is 13·08 for Muhammadans, 16·25 for Hindús, 18·58 for Sikhs; and shows an increase respectively of 1, 1·01 and 2·27.

The number of Muhammadan girls in schools of all kinds, Public and Private, increased from 10,522 to 14,835, *i.e.*, by 4,313, or 40·99 per cent.; of Hindús from 9,319 to 10,533, *i.e.*, by 1,214, or 13·03 per cent.; of Sikhs from 2,922 to 3,725, *i.e.*, by 803, or 27·48 per cent. In Private Schools, however, only the former community, *i.e.*, Muhammadans, shows a rise, amounting to 531; while the latter two have declined by 279. The percentage of girls of school-going age, both in Public and Private Schools, is higher than that of last year, and stands at 1·65 for Muhammadans, 1·93 for Hindús, and 3·71 for Sikhs, showing an increase of ·27, ·21 and ·77, respectively. The percentage of Muhammadan boys of school-going age in the Secondary stage of Anglo-Vernacular Schools is ·51 against 1·43 for Hindús and 1·49 for Sikhs. This comparatively low percentage is chiefly due to poverty. The Inspector of Schools, Ráwalpindi Circle, writes—

"The fact that the progress made by the Muhammadans on the Anglo-Vernacular side is much less than that made by them on the Vernacular side is not attributable to any apathy on their part towards English, but is due to the want of means at their disposal. Anglo-Vernacular Schools are situated in large towns where, compared with rural tracts, the population of Muhammadans is less numerous, and they have smaller means of livelihood than those of the other communities. In the villages they form the bulk of the population, and being unable to bear the expense of living in large towns and of English education generally, they send their boys to neighbouring Vernacular Middle Schools, where the living and education are comparatively cheap." The fact that in the Secondary stage of Vernacular Schools there is an increase of 211 in the number of Muhammadans against 137 in the number of Hindús and 30 in the number of Sikhs supports the above statement.

121. *Comparison of Circles as regards progress.*—As regards the percentage of Muhammadan boys under instruction of some kind, the Ráwalpindi Circle, with 18·7, stands first; Amritsar and Delhi come next with 13·0 per cent. each; and then follow Multán and Jullundur; Lahore being last with 11·9. With respect to girls receiving instruction of any kind Ráwalpindi is first with a percentage of 2·1 and Lahore last with 1·1.

122. *Progress during the year.*—In the Law College, in the Secondary stage of Anglo-Vernacular Schools, in Medical Schools and in Industrial and Commercial Schools, the number of Muhammadans has fallen by 8, 124, 39 and 41, respectively. With this exception there is an increase all round. In Arts Colleges they have

increased by 16; in Professional Colleges, other than Law, by 25; at the Vernacular Secondary stage by 211; and in Primary and other schools by 11,103. Six Muhammadans passed the M. A. Examination and one the M. O. L. Examination against the same number last year. In the B. A. Examination 34 passed against 32; in the B. O. L. none passed against 2; in the B. T. Examination one passed against 3. In the various Intermediate Examinations 61 passed in Arts against the same number last year; one on the Oriental side and 1 in Science, against 2 and 3, respectively; 279 passed the Entrance Examination, including 6 on the Oriental side and 2 in Science, against 298, including 6 and 1, respectively. In the Clerical and Commercial Examination 8 were successful against 5. In the Vernacular Middle School Examination 314 boys and 11 girls passed against 331 boys and 9 girls. In the Upper Primary Examination 3,552 boys and 76 girls were successful against 3,100 boys and 61 girls; and in the Lower Primary Examination 233 girls passed against 207 girls last year. Altogether 4,578 Muhammadans passed the several Public Examinations against 4,121. The reports of the Inspectors show that Muhammadans have made progress during the year. The Delhi Inspector writes—"The increase in the number of scholars, both male and female, the improved results of the University examinations, and the opening of a new Anglo-Vernacular Primary School, show that Muhammadan education is making steady progress in this Circle." The Jullundur Inspector says—"The rise in the number of boys attending Public Schools, the falling-off in those attending Private Schools, the satisfactory rise in the number of girls in all kinds of schools, and the more favourable examination results all round, go to show that the Muhammadan community has been making steady progress in education." The Lahore Inspector writes—"It is clear from the above remarks that, as far as the number of Muhammadan scholars attending the various Public Institutions for males and females is concerned, the year under report has a very favourable record to show. . . . . These results prove that the Muhammadans are trying to rise to the same educational level as their fellow countrymen." The Amritsar Inspector writes—"It is apparent from the above record that the Muhammadans of this Circle are progressing numerically." The Ráwalpindi Inspector says—"Though Muhammadans are backward in education in comparison with Hindús and Sikhs, there are evident signs of their having made progress during the year." The Multán Inspector says:—"In the B. A. Examination one Muhammadan teacher from this Circle appeared and passed. Altogether 663 Muhammadans passed the several public examinations against 527 last year."

123. *Means for special encouragement of Muhammadans.*—The special fee concessions continue to be enjoyed by Muhammadans, though in some schools in the Lahore Circle they are apt to be ignored by the Head Masters. There are Victoria Scholarships in all Circles for the encouragement of Muhammadans. In the Delhi Circle 22 Victoria Scholarships were current against 23 last year. Besides these, a number of stipends and scholarships are awarded in this Circle from the Nawáb Fund to Muhammadan boys in the Anglo-Arabic High School, Delhi, and 32 scholarships and 12 stipends payable from this fund were current at the close of the school-year against 34 and 8. The Anglo-Arabic High School, Delhi, and its branch, had 373 boys—all Muhammadans. No tution fees are charged in the branch school, and special reduced rates are levied in the main school. The Aided Sháhzáda High School, Delhi, is maintained by Sháhzáda Suraiya Jah, chiefly for the children of the late Mughal family, and had on its roll 125 scholars, of whom 86 were Muhammadans. No fees are charged in this school. The newly opened 'Mazhar-ut-Islámia' Unaided Primary School at Delhi contained 166 scholars, all of whom were Muhammadans. About 13 Indigenous Schools, scattered in different parts of the Delhi Circle, are meant chiefly for the education of Muhammadans, and of these the Kaithal and Karnál Islámia Schools in the Karnál District, and the Soundh Islámia School in the Gurgáon District, are the most important. They contained 126, 121 and 79 scholars, rsepectively. In the Jullundur Circle, the Ludhiána and Hoshiárpur Districts founded 12 and 18 Victoria Scholarships, which are awarded on the results of the Upper Primary Examination. Both the Anglo-Vernacular Secondary Schools at Hoshiárpur and Ludhiána continue to be maintained in a fairly satisfactory condition by the Muhammadan community for the benefit of their own children. In the Lahore Circle 28 Victoria Scholarships were current against 26. The Public Institutions for the special benefit of Muhammadans in this Circle are the Islámia College and High School with the Hamídía Advanced Arabic School and branches for boys and girls in Lahore, and an Islámia Primary School at Dipálpur in the Montgomery District. The new Girls' School at Patti is attended by Muhammadans only. The progress made by the Lahore Islámia High School, one of the largest High Schools in the Province, is creditable. In the Amritsar Circle all the 29 Victoria

Scholarships were duly awarded during the year. The Ta'lím-ul-Islám Unaided High School, Qádián, and the M. A.-O. Aided High School, Amritsar, are institutions specially meant for Muhammadans. Both of these are well managed. The Ráwalpindi Inspector writes—"The bulk of the population in this Circle is Muhammadan; but it is to be regretted that neither the peasantry nor the gentry are alive to the cause of education. There are only 2 Islámia Schools in the Circle. The one is an Anglo-Vernacular High School at the head-quarters of the Circle and the other is a Primary School at Gujránwála. It is gratifying to note that efforts are being made to better their financial condition and to improve their buildings, staffs and equipment." There were 38 Victoria Scholarships current against 41 last year. In the Multán Circle, 36 Victoria Scholarships were current against 33 last year, and 8 Kaure Khán Scholarships were also enjoyed by Biloch boys. In addition to the Islámia Schools at Multán and Dera Gházi Khán, a similar school at Chiniot, largely attended, was returned for the first time as a Public Primary School. Nineteen Indigenous Schools for boys and girls are solely for Muhammadans. The number of Board Urdu Schools for girls, chiefly intended for Muhammadans, rose by 2. One Muhammadan gentleman in the Lyallpur District was recommended for a *khillat*. Of 82 subscribers towards raising the Government O'Brien School at Miánwáli to a High School, 50 were Muhammadans, of whom 15, who had subscribed at least Rs. 100 each, were granted *sanads*.

Chapter XI.—Education of Native Chiefs, etc.

124. *The Aitchison College.*—The number of pupils on the rolls at the close of the year was unchanged, but the proportion reading in the Government College and in the High and Upper Primary departments has increased, while at the Middle stage there are fewer and none at all in the Lower Primary department. Of the candidates for the Diploma 50 per cent. were successful, and in the Matriculation Examination all passed. Excluding the case of a boy who was re-admitted to the College, the average age of boys admitted was 11 years, which is a promising feature. No changes have taken place in the Indian teaching staff with the exception that the Pandit was temporarily engaged in work for the Text-Book Revision Committee. The curriculum was not altered materially, but the teaching of Revenue Law has been introduced. The system of having separate classes in Mathematics instead of taking this subject as part of the ordinary work of the forms is working well. Religious instruction continues to form a part of the school curriculum, and is given in school hours; this plan is working well, and is an advance on the previous arrangement. The attempt to make boys speak English at an early age has proved fairly successful; it is hoped that within a year or two the standard of spoken English in the school will be raised appreciably.

The school was examined by the Inspector of Chiefs' Colleges from the 26th to the 31st of March. The Rivaz Gold Medal, presented by His Highness the Nawáb of Baháwalpur, has been gained by Allah Yár Khán. It is awarded to the boy, who, in the judgment of the Principal, is most deserving of praise for steady application in school, for keenness and energy in the other departments of College life and for general good behaviour. Marks for the term are an innovation started at the beginning of the year. The system has proved useful by promoting diligence and enabling the Principal to mark the weekly progress of each pupil. The discipline of the school has been good. The system of having members of the staff working as House Masters in the Boarding-houses in conjunction with the Musáhibs is working well. Tent-pegging is practised by those boys who possess horses. This year a series of matches was arranged with the Mayo College, Ajmere; this will probably become an annual fixture. The annual College sports were held on the 5th March. The health of the school has been good. The library has been transferred from the main College building, where it was difficult of access and little used, to one of the recreation rooms. The total expenditure and the credit balance were each smaller than last year. The informal visit to the College on the 27th of October by His Excellency Lord Curzon, accompanied by His Honour the Lieutenant-Governor of the Punjab, and a visit to the same institution on November 30th by His Royal Highness the Prince of Wales, are notable events of the year. An attempt was made this year to assemble the former students of the College at an *Old Boys' Dinner*.

Plans for the temple and *dharamsála* and for the collection of the necessary funds are still under consideration. A plan has also been prepared for a new cricket pavilion, and there is hope that the money needed will be subscribed by past and present students of the College; about Rs. 2,000 is required. Fire Rules have been introduced.

125. *Education of gentlemen of rank.*—The returns under this head show an increased total of boys of school-going age. The number of those reading in the Chiefs' College and in Public Schools, and of those reading privately, shows improvement; but that of those attending other Colleges has gone down from 47 to 7. These figures cannot be altogether relied upon, owing to the elasticity and indefiniteness of the term "gentleman of rank."

Chapter XII.—Private Schools.

126. *Kinds of Schools.*—These are unrecognised schools which do not conform to the Departmental or the University standards, and which do not submit to any public test.

127. *Review.*—There is a continued decrease in the total number of schools and in the attendance. Schools for girls have increased by 26, though the increase in the attendance is only 319. The number of Boys' Schools and of pupils in attendance has steadily declined. This is not to be regretted, especially as there has been a very satisfactory increase in the number of such schools examined for grants, with a corresponding increase of pupils. The grants earned amounted to Rs. 14,937 more than last year. These improvements clearly indicate an appreciation of modern methods. The decrease in Private Schools is further due to the opening of new Primary Schools, as well as in some degree to plague, to whose influence the frequently ephemeral nature of such institutions must make them peculiarly sensitive. Lande Mahájani Schools continue to be popular with the money-lending and the mercantile classes in certain Districts. The last Departmental Conference had recommended the encouragement of such schools by the Department, and the necessary provision is being made in the revised edition of the Code under preparation.

In all kinds of Private Schools, the teachers depend on fees in cash or in kind, or on donations and other receipts of which they keep no accounts.

Chapter XIII.—Education in Native States.

128. *Number of Institutions and Pupils.*—If the Oriental Department of the Patiála College be regarded as distinct from the Arts College, the number of Colleges in Native States remains unchanged. The attendance has had a tendency to rise. Of Public Schools there are now two more than last year; this is the net result of an increase in Secondary Anglo-Vernacular and Primary Schools and a decrease in Secondary Vernacular and Special Schools, the single school of the latter type having been abolished. The number of pupils has advanced in every class of Public Schools for general education, and remarkably so in Secondary Anglo-Vernacular Institutions. The number of ordinary Indigenous Schools has fallen considerably; but the number of *Advanced* Indigenous Schools has risen. The number of Anglo-Vernacular pupils has increased, as also the number of boys on the rolls, while the diminution in the number of girls is very insignificant.

129. *Examination Results.*—The single candidate in the M. A. Examination failed to pass. For the B. A. Examination all but one from Patiála, which had sent up the largest number of candidates, were unsuccessful. The results of the Intermediate Examinations, though poor, compare rather favourably with those of last year. But those of the Matriculation Examination were worse even than last year, and there was no candidate on the Oriental side. The Vernacular Middle School Examination results show some slight improvement. Except in the last-mentioned examination, Patiála passed the largest numbers.

130. *Expenditure.*—The direct expenditure has increased in Colleges and Secondary Anglo-Vernacular Schools; otherwise it has decreased.

131. *Inspection work.*—Five schools in four of the Native States in the Delhi Circle, and two schools (State High and Aided Mission Anglo-Vernacular Middle) at Baháwalpur, in the Multán Circle, were visited by our Inspectors. The deputation of an Assistant Inspector from this Department to Patiála has evidently produced excellent results, and in Baháwalpur also great educational activity is being displayed. In all the States much has been done to raise the Colleges to a standard that will satisfy the new requirements of the University.

Chapter XIV.—Discipline and Moral Training.

132. The maintenance of Hostels is dealt with in Chapter XV.

133. *Physical Training* is compulsory in all Government, Board and Aided Institutions for males. In all the Circles the Inspectors report that greater attention has been paid to this important subject, except in Gymnastics. Country games are played everywhere with zest, and Drill and *Desi Kasrat* (except in the Multán Circle) are improving in all kinds of schools. Cricket and Foot-ball continue to be popular, and Tennis and Hockey are now played in some places. In the Amritsar Circle the apathy of the teachers towards the physical side of education is, however, everywhere manifest; and in a school of the nature of the Railway Technical School, Lahore, much attention cannot be given to physical instruction as generally understood. Gymnastics need greater attention in the Delhi and Multán Circles; performances on the bars in the Jullundur and Amritsar Circles are confined to selected boys; while in the Lahore Circle due attention is not paid to the subject in Primary Schools. The number of Gymnastic teachers is increasing, though whole-time Instructors are wanting in a number of schools in the Ráwalpindi Circle, in those of the Simla District, and in the Reformatory School at Delhi, in which Circle 5 of the men, moreover, are unqualified. The necessary apparatus is being more generally supplied, except in the Delhi and Multán Circles, in which it is all incomplete. Suitable play-grounds are wanting in the case of several Secondary Vernacular Schools in the Delhi Circle; in several Board Schools in the Amritsar Circle; in some schools, including the Normal School, in the Lahore Circle; and in most schools in the Ráwalpindi Circle. District Tournaments were held generally in all the Circles, except in three of the Districts, each in Delhi and Multán, and in the Simla District. In the Multán Circle, in one case, the shortcoming was due to plague, and in another to want of Middle Schools. Circle Tournaments are now held in all the Circles, and in the case of Multán such a Tournament, formerly held by the Municipal Committee, was now held for the first time under the general supervision of the Inspector, and the rules were revised in the interests of discipline. In the Second Annual Tournament of the Normal Schools, Lahore again headed the list. Quarterly competitions in Physical Training were for the most part regularly held in all Secondary Schools, and revised courses were supplied to all schools, except in the Simla District.

In the Colleges generally everything practicable is being done in this direction, and inter-college matches are frequent. The Lahore Government College Cricket Team Captain has presented to the College a very handsome Cricket Trophy, and the students have purchased a Hockey Challenge Cup. In the University Tournament the Gymnastic team won the Baháwalpur Trophy for the tenth year in succession. The Khálsa College Football team won the Sundar Singh Cup. The Football and Athletics Trophies were again won by the Forman Christian College, Lahore; while at the Hindu College, Delhi, there was no Football or Cricket during the year for want of a suitable ground. The Islámia College, Lahore, has lately taken steps to secure playing fields. The experiment of having a trained British soldier as Gymnastic Master at the Gordon Mission College, Ráwalpindi, had to be given up as unsatisfactory because of a lack of sympathy between instructor and pupil and the exigencies of military duty The Annual Sports' Tournament of the Central Training College, Lahore, was a great success. The Gymnasium has been begun, and the Swimming Bath is also in hand. The College is, however, handicapped for want of suitable play-grounds.

134. *Moral Training.*—In denominational and Mission Schools religious teaching is obligatory. In Secondary departments of almost all recognized Public Schools and in Colleges Teachers' Associations, Students' Literary Clubs and Debating Societies are maintained. A few cases of expulsion for copying in the Delhi Circle and resort to unfair means in three of the Board Schools in the Multán Circle, and in a few cases in Jullundur, and the expulsion of a boy at the Matriculation Examination from the Government High School, Multán, are the only unfavourable points brought to notice regarding the pupils' conduct under examination. The monitorial system was weak in a few schools of the Lahore and Montgomery Districts and in almost all the Vernacular Schools of the Simla District where Teachers' Associations have still to be organized. The inter-school rules have been printed and supplied to the schools by the Department. The harmful effect on discipline and sound education of unrecognized Public Schools, which in the Lahore and Multán Circles are disappearing, is now almost a thing of the past. The ravages of plague in some Districts of each Circle, however, did not admit of as much work being done by Teachers' Associations as was desired. Rules regarding these Associations, framed at the last Departmental Conference, will be embodied in the Code under revision. The manners and conduct of the boys out of school require better supervision, but this is difficult to achieve unless parents or guardians co-operate with the teachers. Advantage was taken by Inspecting and Civil Officers at Prize Distributions and on Empire Day to inculcate moral principles in the minds of school boys, and to place before them high ideals of truth, uprightness, sympathy with their fellow-beings and loyalty to their sovereign. The Annual Prize Distribution and Old Students' Re-union of the Central Training College was most fortunately presided over by His Honour the Lieutenant-Governor. At St. Stephen's College, Delhi, a system of anthropometrical measurement has been introduced, and has already produced good results.

135. *The influence of Teachers.*—Most of the Inspectors report favourably on schools taught by fully qualified persons. Teachers' Associations are doing useful work in improving the discipline and moral tone of schools. But there is still much room for improvement. In the Delhi Circle a number of teachers were punished for dishonesty and other offences, while some of the Head Masters in the Amritsar Circle proved to be men of weak and factious character. Too little has been done by many teachers to promote such things as neatness, punctuality and truthfulness.

136. *Inspection.*—The strengthening of the Inspecting Staff and the adoption of less mechanical methods have had a good effect upon the tone of the schools. Greater trust is now placed in the teachers; more time is devoted to the giving of friendly counsel and less to mere fault-finding.

Chapter XV.—Boarding-houses.

137. *Number of Boarding-houses and residents.*—There are 301 Boarding-houses with 12,635 residents, representing an increase of 8 Boarding-houses and 1,218 residents. Of these, 276 are for males and 25 are for females with 11,199 and 1,436, respectively, in residence. These figures include 23 Boarding-houses for Europeans—7 for males and 16 for females with 593 and 967, respectively, in residence. Government maintains 43 Boarding-houses, and Local Bodies 153; 49 are Aided and 56 are Unaided. The total expenditure was Rs. 4,35,910, to which Provincial Revenues contributed Rs. 67,603; Local and Municipal Funds, Rs. 30,482; Fees, Rs. 1,68,323; and Subscriptions and Endowments (including Rs. 63,019 from Imperial Revenues), Rs. 1,69,502.

138. *Boarding-houses maintained by Government.*—Government maintains Boarding-houses in connection with its Arts College at Lahore, its training institutions for males and females and its High Schools. A Boarding-house for the School of Art and the Engineering School has recently been opened. Arrangements are in progress for an enquiry into the eyesight of all students in Government institutions.

139. *College Boarding-houses.*—There are 12 College Boarding-houses with 1,087 students in residence, against 13 and 914 last year. There is nothing special to report in connection with these institutions. The Government College is to have a Swimming Bath. The Boarding-house for the Medical College, though now occupied, was not ready for use at the close of the year. The Dayanand

Anglo-Vedic College is adding to its boarding accommodation. The Gordon Mission College, Ráwalpindi, has improved its arrangements for supervision. The Hindu College, Delhi, has provided a reading-room; St. Stephen's College, Delhi, has rented a house near the College for the overflow of student residents. The Khálsa College, Amritsar, in addition to its regular accommodation, is for the present obliged to make use of some of the lecture-rooms as dormitories. It is hoped the Committee may soon be able to make arrangements to avoid this. The health of the students has been good, and few cases of insubordination have been reported.

140. *School Boarding-houses.*—In the Delhi Circle there are 55 Boarding-houses, one more than last year, with 1,666 residents. A new Boarding-house was opened at Barwála in the Hissár District. All but four of the recognized Secondary Schools are provided with boarding accommodation. Three of the Boarding-houses in Delhi are for Christian girls. Generally the accommodation is good, but a few houses are overcrowded, and in the case of several rented buildings the accommodation is poor. The management is satisfactory, but the furniture and lighting arrangements leave much to be desired. With two exceptions, where no fees are charged, the fees in the several Boarding-houses range from one anna to twelve annas. In the Jullundur Circle there are 55 Boarding-houses, three of which are for girls. Though there is one less than last year, the number of boarders has risen from 2,171 to 2,237. The accommodation is inadequate, and so also is the supply of cooks and kahárs. Many of the Boarding-houses are in rented buildings, and are not only inadequate but unsuited for their purpose. The Government High School at Ludhiána has a new Boarding-house, but the accommodation is insufficient. The Anglo-Vernacular Middle School at Moga and the Anglo-Sanskrit High School, Hoshiárpur, have each a new Boarding-house. Nine schools have no Boarding-house of any kind. In the Ráwalpindi Circle there are 43 Boarding-houses with 1,360 pupils in residence. An excellent Boarding-house has been added to the Dalwal Mission School. Sixteen institutions own their own Boarding-houses; the other Boarding-houses are in rented buildings. There is a marked desire on the part of school authorities in this Circle to provide suitable accommodation as means permit. The supervision is satisfactory and the moral tone good, but the principles of sanitation are said to be neglected. In the Amritsar Circle there are 59 Boarding-houses with 2,620 pupils in residence. All High Schools and most Middle Schools have Boarding-houses attached. The best managed Boarding-houses are those of the Mission Schools for Christians at Batála, Siálkot and Daska. Most of the others have little to commend them. In the Lahore Circle there are 22 Boarding-houses for boys with 855 in residence, and 2 for girls with 136 in residence. The Kot Khái Boarding-house is the largest in the Simla District with over 100 pupils in residence, but no arrangements exist beyond the appointment of a paid Superintendent. Internal arrangements are still incomplete, but the supervision is generally satisfactory. The Normal School for Women had 11 students in residence, but many from out-stations have had to be refused admission because of lack of accommodation. In the Multán Circle there are 26 Boarding-houses with 813 boys in residence. The supervision is generally staisfactory. Literary clubs have been started in connection with some, and gymnastic apparatus has been supplied to others, while a few have a reading-room of their own. The Bhakkar Boarding-house has been enlarged, and Rs. 300 has been sanctioned for the improvement of the Jámpur Boarding-house. If we take the Boarding-houses of the Province as a whole, we find that many improvements have been made. Still there are too tmany rented buildings, selected merely because they are available. These are without proper conveniences, and are generally insanitary. It stands to reason that such Boarding-houses are not likely to conduce to a high physical and moral one. The number of reading-rooms attached to Boarding-houses is small; this is to be regretted. It is most desirable that pupils should have a suitable place for private study and indoor recreation. They should also be encouraged to form the habit of private reading. A well supervised Boarding-house is absolutely necessary as an adjunct to every good school, and there is no doubt that in the Punjab this principle is clearly recognized and enforced. The proportion of Boarding-houses to Secondary Schools is much above the average, and every effort has been made to maintain the pre-eminence of the Province in this respect. Fortunately the Punjabi parent does not ordinarily hesitate to send his sons to live in a well-managed Boarding-house.

Chapter XVI.—Educational Conferences.

141. Three Conferences were held early in the year under report. The first of these, the Conference on Commercial Education, began its sittings under the presidency of Sir David Masson on Monday, the 10th April, 1905. The Conference, after a careful examination of the present state of Commercial Education, made a number of recommendations, the more important of which are—

1. The omission of Book-keeping and Shorthand from the present course of the School Final Examination, the time thus saved being employed in giving a more thorough grounding in English ;
2. The establishment at Lahore of a Commercial Institute under a Commercial expert for the education of young men intended for a Commercial career or for teacherships in Commercial Classes ;
3. The institution of scholarships to attract really good students to the Commercial Institute ;
4. The appointment of commercial men as examiners ;
5. The preparation of suitable Text-Books under the expert advice of the Principal of the proposed Institute ;
6. The opening of Continuation Classes at Lahore ;
7. The establishing of Commercial Classes at Vernacular Middle Schools for the training of clerks for indigenous trading firms ;
8. The establishment of an Advisory Committee.

The proceedings of the Conference were circulated for opinion among Commissioners, Inspectors of Schools, Managers of the larger firms, and others entitled to speak on the subject. Their replies have come, and the whole case is being considered by Government. The proposals of the Conference regarding changes in the curriculum and regulations of the School Final Examination, and the appointment of Commercial men as examiners have been referred to the University for advice, and the Text-Book Committee is arranging for the compilation of suitable Text-Books.

The Government does not, at this stage, see the necessity for establishing a Central Commercial Institute as proposed, it being considered sufficient for the present to open Commercial Classes in select High Schools supplemented by Evening Classes to be held at the Central Training College. Accordingly, arrangements have been made for imparting instruction in Commercial subjects at about a dozen High Schools, and the Continuation Classes at the Central Training College have also been re-opened.

The remaining questions are still under consideration.

142. A month later a Conference on Female Education was held, presided over by the Director of Public Instruction, and the following questions were considered :—

I.—How is inspection to be provided for in outlying Districts ?

II.—Should the school-year be uniform throughout the Province ?

III.—What changes are required in the Scheme of Studies ?

IV.—How to secure suitable courses of reading for girls ?

V.—Are casual students desirable in girls' schools ?

VI.—Should an Anglo-Vernacular curriculum be provided ?

VII.—How to develop Home Education Classes ?

VIII.—Should Indian Christian girls be encouraged to read for the European Schools Examinations ?

IX.—Should special courses of instruction and grant-in-aid rules be framed for the education of low-caste village Christians ?

X.—How far should Roman-Urdu and Roman-Panjábi be recognised ?

XI.—What changes are required in the grant-in-aid rules ?

XII.—What changes are required in the rules for the award of Scholarships and Stipends ?

XIII.—How are local associations, religious or charitable, to be encouraged to extend female education ?

XIV.—How to secure more female teachers?

XV.—How and where to establish Government schools for girls?

XVI.—What other steps should be taken to promote female education in the Punjab?

Questions VIII and IX were dropped, and Question X has been referred to the University for opinion. The recommendations of the Conference as regards changes in the existing Scheme of Studies, the preparation of suitable Text-Books, and the provision of an Anglo-Vernacular curriculum for girls, have been approved by Government. The Text-Book Committee has accordingly been directed to take in hand a series of readers specially adapted to the requirements of girls, and to submit, after consulting Managers of Aided and Unaided Schools, a suitable Scheme of Studies for a typical Anglo-Vernacular Girls' School. The other questions are under consideration, and will be noticed next year.

143. In the same week the Departmental Conference assembled under the presidency of the Director of Public Instruction to consider the following questions:—

I.—Measures to secure an adequate supply of trained teachers for Primary and Secondary Schools;

II.—Revision of the scale of salaries;

III.—A Provident Fund for Teachers;

IV.—Subsistence allowance to teachers of new Indigenous Schools;

V.—Graded List of Teachers for each District;

VI.—Teachers' Associations.

VII.—Practical Examination in English of candidates for Provisional or Permanent Certificates;

VIII.—Scale of staff for each kind of school;

IX.—Subordinate Educational Service and Graded Provincial Lists;

X.—Provision for further study by boys from Rural Schools;

XI.—Standards of Examination for Indigenous Schools;

XII.—Girls in Zamíndári Schools;

XIII.—Fees payable by *kamíns*;

XIV.—Fee concessions;

XV.—Other measures for the improvement and extension of Primary Education.

Most of the recommendations of the Conference made in this behalf are being considered by Government, and the orders passed on them will shortly be notified for general information. The proposals of the Conference regarding (1) the exemption of village *kamíns* in Rural Schools from payment of fees, (2) the revision of Standards of Examination for Indigenous Schools, and (3) the Practical Examination in English of candidates for Teachers' Certificates, have been accepted by Government and necessary instructions issued to those concerned.

Chapter XVII.—Preparation and Distribution of Text-Books.

144. *The Text-Book Committee.*—The membership of the Committee was revised during the year with the view of securing adequate representation of certain classes of the community and of certain subjects. The Sub-Committees were also reconstituted, and the number of members on each Sub-Committee, which had been reduced to 5 in the year 1900, when the regulations of the Committee were thoroughly recast, was raised to 9. These changes have had a very beneficial effect on the working of the Committee.

145. *Review of the work of the Text-Book Committee.*—Reference was made last year to the handsome grant of Rs. 20,000 sanctioned by Government for the establishment of a Committee for the preparation of new and the revision of existing Text-Books, some of which had become quite out of date. The present Text-Book Revision Committee was consequently appointed in October, 1905. The Committee consisted of Mr. E. Tydeman, Mr. J. Bellew, Lálas

Munshi Lál and Rám Kishan, Mír Mumtáz 'Ali, Qázi Mír Ahmad Shah, Shams-ul-'Ulama, Maulavís 'Abdullah Khán and Núr Ahmad Núr, Bhái Mohan Singh and Pandit Bhánu Datta. The Committee was directed, in connection with the preparation or re-editing of Vernacular Readers, to keep in view the desirability of infusing into them something of the brightness and variety which are so characteristic of the best modern Readers brought out in England. The Committee began its operations about the middle of October, and had in the course of six months finished or nearly finished a series of Readers for the new Rural Schools, recast the old Arabic and Sanskrit Readers for Secondary Schools, and revised Mr. Knowlton's Geography for Middle Schools. The Readers for Girls' Schools and Industrial Schools, and Manuals of Commercial Correspondence, Official Correspondence, Précis-writing and Type-writing are in course of preparation. This is a good record of work. A great deal, however, still remains to be done, and it will be some time before the Committee comes to the end of its labours. For the current year an additional grant of Rs. 10,000 has been made by Government.

It was not intended that the Revision Committee should relieve the Text-Book Committee of any portion of its ordinary duties, and the report shows that the activity of the latter has been well maintained. One feature of the year is the preparation and publication of the illustrated "Urdu ka Qáida" and the Panjábi Pictorial Alphabetical Chart. The "Qáida" with its finely executed coloured illustrations has become very popular with the young children for whom it is intended. Besides these, more than half a dozen Geographical Readers were revised and brought up to date; and some of them were translated into Hindi as well as Panjábi. The compilation of Geographical Readers of the newly constituted Districts of Lyallpur and Attock, and the preparation of the Map of the North-West Frontier Province, may also be mentioned.

The General Committee met 5 times and the Sub-Committee 48 times. Altogether 53 as compared with 55 meetings were held during the year. The total number of publications considered was 494, or nearly 90 more than last year. 273 of these were either recommended for adoption as text-books, or placed in the Reference Library of the Committee, or purchased for presentation to schools. In all, books worth Rs. 1,834 were purchased and supplied to the libraries of Schools and Colleges.

The Reference Library and Museum continue to be of much benefit to teachers, and the scheme of sending out books to Inspectors for circulation among teachers is also reported to be working fairly well. About 600 new volumes were added to the Reference Library.

146. *Translation Department.*—The Translation Staff attached to the Central Training College reported on about 60 publications. They are also engaged in compiling a comprehensive glossary of scientific and other technical terms in Urdu, Panjábi and Hindi.

147. *The Printing and Distribution of Text-Books.*—The total number of new books or editions published by Rái Sáhib Munshi Guláb Singh & Sons during the year was 104, and of the new copies printed, 1,208,850. There is, however, a tendency to bring out unduly large editions. The consequence is that in some cases the printing and the general get-up are considerably below the standard prescribed by the Department. These defects have been brought to the notice of the publishers, as they are imperilling their contract. The one great effect of the new arrangements, which date from February, 1905, was the remarkable cheapening of books; this has been very much appreciated by the public.

148. *Finances.*—As before the close of March, 1905, a sum of Rs. 34,900 was received in advance from Rái Sáhib Munshi Guláb Singh & Sons on account of royalty in connection with their contract for the next three years, and another sum of Rs. 20,000 was received from Government as a grant for the preparation of new and the revision of existing Text-Books, the opening balance of the Committee at the beginning of the year stood at Rs. 67,242, against Rs. 14,611 last year. If the above advances of Rs. 34,900 and Rs. 20,000 be excluded, the year began with a balance of Rs. 12,342 against Rs. 14,611, or Rs. 2,269 less. The receipts amounted to Rs. 4,704, against Rs. 14,824, the decrease of Rs. 10,120 being due to the non-receipt of any royalty money from Rái Sáhib Munshi Guláb Singh & Sons during the year, they having paid in

advance, in January and February, 1905, the total amount due on that account up to the close of February, 1908. The disbursements for the year amounted to Rs. 23,922 against Rs. 17,093, leaving at the end of the year a balance of Rs. 48,024 against Rs. 67,242. Of this balance, Rs. 10,660 was part of the grant of Rs. 20,000 made by the Government to meet the expenses of the Text-Book Revision Committee, and the remaining Rs. 37,364 will be utilized in meeting the expenditure for 1906-07 and 1907-08, as no payments will be due to the Committee on account of copy-right on text-books until February, 1908.

W. BELL,

Director of Public Instruction, Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1905-1906.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions. For Males	10	3	288	2,930	5	17	3,253	226	2,845	6,324	Institutions to number of towns and villages. 19·26
			Institutions. For Females	...	1	36	459	1	12	509	...	565	1,074	3·27
	Towns ... 171	Males 10,942,705	Total ...	10	4	324	3,389	6	29	3,762	226	3,410	7,398	22·53
	Villages ... 32,663	Females 9,387,634												
	Total 32,834	Total 20,330,339												
			Scholars. Males ...	1,396	524	59,506	127,057	422	2,179	191,084	3,907	47,633	242,624	Male scholars to male population of school-going age. 14·78
			Scholars. Females ...	...	34	2,956	16,770	53	567	20,380	36	11,707	32,123	Female scholars to female population of school-going age. 2·28
			Total ...	1,396	558	62,462	143,827	475	2,746	211,464	3,943	59,340	274,747	9·0

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8
1. *Institutions* { For Males	Rs. 2,37,233	Rs. 1,70,218	Rs. 11,38,306	Rs. 5,40,309	Rs. 72,080	Rs. 1,61,502	Rs. 23,19,648
{ For Females ...	...	13,728	1,72,155	1,01,771	9,221	24,519	3,21,394
Total ...	2,37,233	1,83,946	13,10,461	6,42,080	81,301	1,86,021	26,41,042
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	4·20	7·39	14·54	1·32	4·07	4·60	36·12
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·04	·42	14·81	55·72	...	·33	71·32
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·74	1·13	42·57	23·99	...	3·21	71·64
(*d*).—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction.	4·78	3·70	26·39	12·93	1·64	3·74	53·18
3. Average Annual Cost of educating each Pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues.	277 8 9	303 4 8	13 15 3	5 4 5	179 12 6	66 1 6	36 7 8
Government Institutions. Cost to Local and Municipal Funds	...	13 10 2	2 10 4	0 15 9	0 1 5	0 8 9	2 8 5
Government Institutions. Total Cost ...	367 11 7	347 7 3	36 8 5	10 7 10	179 13 11	102 8 6	59 11 5
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	0 0 9	...	...	0 0 8
Local Fund Schools. Cost to Local Funds ...	...	...	4 11 2	4 6 8	...	7 2 8	4 7 5
Local Fund Schools. Total Cost ...	...	...	8 8 6	5 0 4	...	16 15 11	5 8 11
Municipal Schools. Cost to Provincial Revenues.	...	...	0 2 6	0 4 8	...	...	0 3 5
Municipal Schools. Cost to Municipal Funds	...	...	5 2 3	5 10 8	...	21 8 8	5 8 4
Municipal Schools. Total Cost ...	...	...	13 2 10	7 4 8	...	22 5 7	10 12 4
Aided Institutions. Cost to Provincial Revenues.	45 6 9	...	8 15 1	0 6 8	...	1 11 2	3 14 5
Aided Institutions. Cost to Local and Municipal Funds.	3 0 5	...	2 8 3	1 11 2	...	5 12 8	2 0 9
Aided Institutions. Total Cost ...	178 7 7	...	31 15 4	4 5 9	...	19 15 8	16 2 8
Unaided Institutions—Total Cost ...	100 0 1	248 1 11	17 10 3	2 14 8	...	94 6 6	17 6 8
All Institutions. Cost to Provincial Revenues.	61 15 11	264 8 1	4 12 3	0 3 3	179 12 6	34 4 0	3 11 5
All Institutions. Cost to Local and Municipal Funds.	1 13 0	11 3 1	3 12 6	3 10 7	0 1 5	4 5 11	3 11 4
All Institutions. Total Cost ...	175 7 6	329 10 5	21 8 5	5 0 1	179 13 11	69 7 5	13 9 7

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1905-1906.

General Table IV:)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.								Total Expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,48,991	72,821	2,33,963	1,72,501	7,68,946	2,63,950	5,63,362	23,24,534	49,65,576
2,48,991	72,821	2,33,963	1,72,501	7,68,946	2,63,950	5,63,362	23,24,534	49,65,576
3·59	3·65	10·52	3·57	27·65	9·0	5·90	63·88	100
...	...	2·97	7·78	9·86	4·08	3·99	28·68	100
...	...	·95	5·32	13·83	1·84	6·42	28·36	100
5·01	1·47	4·71	3·47	15·49	5·32	11·35	46·82	100

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education. — ARTS COLLEGES.												
English	1	207	202	153	...	...	...	...	4	532	536	478
Oriental	...	...	...	...	...	...	...	...	1	81	75	63
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	260	268	258	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching for Males	1	188	190	176	...	...	...	...	...	...	...	...
„ for Females	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	655	660	587	...	...	...	...	5	613	611	541
School Education, General. — SECONDARY SCHOOLS.												
For Boys — High Schools	30	10,201	9,916	8,478	4	1,152	1,143	876	37	10,373	10,167	8,896
For Boys — Middle Schools — English	2	190	203	167	50	9,864	9,371	7,738	29	3,804	3,727	3,183
For Boys — Middle Schools — Vernacular	...	...	...	...	108	16,910	16,756	13,633	...	...	...	...
For Girls — High Schools	2	330	309	301	...	...	...	...	9	813	740	657
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	11	800	676	628
For Girls — Middle Schools — Vernacular	...	...	...	...	6	510	531	401	6	599	623	488
Total	34	10,721	10,428	8,946	168	28,436	27,801	22,648	92	16,389	15,933	13,852
PRIMARY SCHOOLS.												
For Boys	12	1,433	1,325	1,027	2,095	93,799	82,767	68,540	674	25,862	24,433	20,741
For Girls	...	...	...	...	271	9,234	8,114	6,209	137	5,759	5,487	4,238
Total	12	1,433	1,325	1,027	2,366	103,033	90,881	74,749	811	31,621	29,920	24,979
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools for Masters	5	422	401	388	...	...	...	...	...	...	...	...
„ „ for Mistresses	1	53	51	42	...	...	...	...	...	...	...	...
Schools of Art	1	(a) 380	383	307	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	292	298	288	...	...	...	...	3	(d) 128	103	97
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	385	374	310	(b) 5	391	394	321	(c) 10	555	551	502
Commercial Schools	1	67	64	53	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	47	44	42	...	...	...	...	...	...	...	...
Other Schools	1	209	208	199	...	...	...	...	...	...	...	...
Total	12	1,855	1,823	1,629	5	391	394	321	13	683	654	599
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	61	14,664	14,236	12,189	2,539	131,860	119,076	97,718	921	49,306	47,118	39,971

PRIVATE INSTITUTIONS

1. *Advanced Teaching—*
   - (*a*). Arabic or Persian
   - (*b*). Sanskrit
   - (*c*). Any other Oriental Classic
2. *Elementary, teaching a Vernacular only or mainly*
3. *Elementary teaching the Quràn, Shàstràs or other religious Books by rote*
4. *Other Schools not conforming to Departmental Standards*

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1905-1906.

INSTITUTIONS. MANAGEMENT. *Unaided.* Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING English.	A Classical Language.	A Vernacular Language.	REMARKS.
14	15	16	17	18	19	20	21	22	
4	576	539	467	9	1,315	1,314	1,062	...	(a) CLASSIFICATION—
...	...	...	...	1	81	65	76	5	*I. The Elementary Department—*
									Section A.—Seventy-seven students. All learn freehand drawing from flat copies and elementary modelling in clay ; 32 learn chip carving ; 6 blacksmith's work ; 5 repoussé work ; and 34 decorative painting.
1	88	75	70	1	88	79	...	9	
...	...	...	...	1	260	260	...	...	*Section B.*—Eighty-three students. All learn advanced freehand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay and model drawing ; 36 carving and joinery ; 4 blacksmith's work ; 1 repoussé ; and 42 decorative painting.
...	...	...	...	...	...	...	...	...	
...	...	...	...	1	188	93	...	95	
1	22	25	24	1	22	22	22	...	
...	...	...	...	...	...	...	...	...	
6	686	639	561	14	1,954	1,833	1,160	109	
20	5,845	5,721	4,696	91	27,571	20,609	19,155	24,897	
8	989	933	822	89	14,847	8,185	7,290	14,814	
...	...	...	...	108	16,910	...	7,945	16,910	
1	43	30	25	12	1,186	1,186	414	182	
1	39	38	33	12	839	680	51	295	
...	...	...	...	12	1,109	9	169	1,099	
30	6,916	6,722	5,576	324	62,462	30,669	35,024	58,197	
149	6,090	4,776	4,104	2,930	127,184	1,303	16,164	127,184	
51	1,650	1,366	1,123	459	16,643	51	395	16,445	
200	7,740	6,142	5,227	3,389	143,827	1,354	16,559	143,629	
...	...	...	...	5	422	...	422	422	
...	...	...	...	1	53	...	...	53	
...	...	...	...	1	380	...	...	...	
...	...	...	...	...	...	...	...	...	
1	(f) 38	38	38	5	458	32	128	298	
...	...	...	...	...	...	...	...	...	
(e) 3	232	194	172	19	(g) 1 563	177	...	1,377	
...	...	...	...	1	67	67	...	18	
...	...	...	...	...	...	...	...	...	
...	...	...	...	1	47	...	...	(h) 46	
1	22	27	26	2	231	...	..	9	
5	292	259	236	35	3,221	276	550	2,223	
241	15,634	13,762	11,600	3,762	211,464	34,132	53,293	204,158	
...	...	...	...	166	2,613	...	2,540	101	
...	...	...	...	60	1,330	...	1,303	42	
...	...	...	...	...	...	...	...	...	
...	...	For Boys ...		798	19,104	19	577	18,711	
...	...	For Girls ...		74	1,572	...	18	1,566	
...	...	For Boys ...		2,029	30,168	...	29,194	1,541	
...	...	For Girls ...		471	6,437	...	6,224	264	
...	...	For Boys ...		18	716	342	315	650	
...	...	For Girls ...		20	1,343	120	63	1,191	
		Total ...		3,636	63,283	481	40,234	24,066	
		GRAND TOTAL ...		7,398	274,747	34,613	93,527	228,224	

I. The Industrial Department—
Eighty students. All learn architectural drawing, building construction, modelling in clay and casting in plaster, light and shade, perspective ; 30 decorative drawing and design ; 31 carving and joinery ; 8 repoussé ; and 11 blacksmith's work.

III. The Draftsmen Department—
Forty-one students. All learn architectural design, building construction, estimating and surveying, modelling in clay and terra-cotta work, applied design for building decoration ; 13 joinery and carving ; 22 painting ; 2 repoussé ; and 4 blacksmith's work.

IV. The Teachers' Department—
Fifteen students. All learn drawing to scale, model drawing, design, chart making, elementary perspective and practical teaching in the Elementary Department.

V. The Government School of Engineering, Punjab—
Eighty-four students. All learn elementary building drawing, estimating building material, building construction, surveying, levelling and mathematics.

(b) Four boys and 1 girls' schools.

(c) Three boys' and 7 girls' schools.

(d) One hundred and ten learn Yunani System of Medicine through the medium of Arabic and Persian, and 18 learn Vedic System of Medicine through the medium of Sanskrit.

(e) Girls' schools.

(f) Medical School for Women—
15 attend Medical Class.
5 „ Compounder „
12 „ Nurses „
6 „ Dais „

(g) Six hundred and fifty-seven boys learn drawing, 532 carpentry ; 134 smithy ; 90 wood-work ; 77 tailoring ; 26 weaving ; 41 engraving ; 20 harmonium ; 1 shorthand writing ; 4 rubber stamp making ; 1 photography ; 22 typewriting ; 154 girls learn needlework ; 49 knitting ; 40 sewing ; 99 cooking ; 86 spinning and weaving ; 190 different process of making cotton fit for use ; 4 embroidery, 4 kashida ; 5 stitching ; 15 darning.

(h) One boy who is deaf and dumb is omitted.

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1905-1906.

	CLASS OF INSTITUTIONS.	Classification of Scholars on the 31st of March according to Race or Creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.		
		23	24	25	26	27	28	29	30	31	32
Collegiate Education.	**ARTS COLLEGES.**										
	English	3	49	115	346	300	...	...	2	...	...
	Oriental	...	...	28	6	47	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law	...	...	6	59	23	...	...	...	...	...
	Medicine	10	7	34	172	28	...	...	9	12	...
	Engineering	...	...	...	...	...	...	...	...	...	...
	Teaching for Males	...	4	33	77	72	...	...	2	...	...
	„ for Females	22	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...
	Total	35	60	216	1,160	470	...	...	13	12	...
School Education, General.	**SECONDARY SCHOOLS.**										
	For Boys — High Schools	630	531	2,865	14,477	9,013	2	19	34	...	...
	For Boys — Middle Schools — English	399	230	1,501	8,070	4,607	...	3	37	100	...
	For Boys — Middle Schools — Vernacular	...	5	2,447	8,599	5,843	...	...	16	2	...
	For Girls — High Schools	993	166	...	12	3	...	12	...	...	156
	For Girls — Middle Schools — English	548	234	...	14	...	...	18	25	...	124
	For Girls — Middle Schools — Vernacular	...	214	46	647	201	...	...	1	...	...
	Total	2,570	1,380	6,859	31,819	19,667	2	52	113	102	280
	PRIMARY SCHOOLS.										
	For Boys	71	851	13,131	56,345	56,015	25	4	742	197	...
	For Girls	27	385	1,352	9,752	5,071	16	...	40	...	70
	Total	98	1,236	14,483	66,097	61,086	41	4	782	197	70
School Education, Special.	**SCHOOLS FOR SPECIAL INSTRUCTION.**										
	Training Schools for Masters	...	2	71	143	205	...	...	1	...	...
	„ „ for Mistresses	...	1	6	21	25	...	...	...	...	...
	Schools of Art	...	1	20	182	175	...	2	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...
	Medical Schools	10	25	36	217	170	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	286	62	683	508	...	1	23	...	55
	Commercial Schools	...	2	8	33	24	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools	...	...	...	22	25	...	...	...	...	...
	Other Schools	...	...	5	84	142	...	...	...	...	...
	Total	10	317	208	1,385	1,274	...	3	24	...	55
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,713	2,993	21,766	100,461	82,497	43	59	932	311	405
Private Institutions.	1. *Advanced Teaching*—										
	(*a*). Arabic or Persian	...	...	12	112	2,489	...	...	...	36	...
	(*b*). Sanskrit	...	...	1,027	301	2	...	...	...	...	...
	(*c*). Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...
	2. *Elementary, teaching a Vernacular only or mainly.* — For Boys	...	207	1,964	12,947	3,843	...	...	143	195	...
	2. *Elementary, teaching a Vernacular only or mainly.* — For Girls	...	86	129	1,062	287	...	...	8	...	63
	3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote.* — For Boys	...	...	553	342	29,260	...	...	13	2,973	...
	3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote.* — For Girls	...	...	3	37	6,397	...	...	...	...	754
	4. *Other Schools not conforming to Departmental Standards.* — For Boys	18	31	119	371	137	...	...	40	10	...
	4. *Other Schools not conforming to Departmental Standards.* — For Girls	15	64	82	615	543	...	...	24	...	6
	Total	33	388	3,889	5,787	42,958	...	...	228	3,214	823
	GRAND TOTAL	2,746	3,381	25,655	116,248	125,455	43	59	1,160	3,525	1,228

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1905-1906.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male ...	3	49	115	846	300	...	...	2
	Female ...	...	...	...	...	...	...	...	...
Oriental	Male ...	...	...	28	6	47	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male ...	...	...	6	59	23	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medicine	Male ...	1	4	34	172	28	...	...	9
	Female ...	9	3	...	...	...	...	...	...
Engineering	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Teaching	Male ...	...	4	33	77	72	...	...	2
	Female ...	22	...	...	...	...	..	...	...
Agriculture	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
	Total	35	60	216	1,160	470	...	...	13
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male ...	630	531	2,865	14,477	9,013	2	19	34
	Female ...	...	...	...	...	...	...	...	...
Middle Schools—									
English	Male ...	299	230	1,501	8,070	4,607	...	3	37
	Female ...	100	...	...	...	...	...	...	...
Vernacular	Male ...	...	5	2,447	8,599	5,841	...	...	16
	Female ...	...	...	...	...	2	...	...	...
For Girls—									
High Schools	Male ...	152	1	...	...	3	...	...	...
	Female ...	841	165	...	12	...	...	12	...
Middle Schools—									
English	Male ...	115	...	...	...	...	...	9	...
	Female ...	433	234	...	14	...	...	9	25
Vernacular	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	214	46	647	201	...	...	1
	Total	2,570	1,380	6,859	31,819	19,667	2	52	113
Primary Schools—									
For Boys	Male ...	43	812	13,114	56,304	55,944	25	3	742
	Female ...	28	39	17	41	71	...	1	...
For Girls	Male ...	8	3	...	9	50	...	...	...
	Female ...	19	382	1,352	9,743	5,021	16	...	40
	Total	98	1,236	14,483	66,097	61,086	41	4	782
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools	Male ...	..	2	71	143	205	...	...	1
	Female ...	...	1	6	21	25	...	...	...
Schools of Art	Male ...	...	1	20	182	175	...	2	...
	Female ...	...	...	...	...	..	...	...	...

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1905-1906.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*concluded.*									
Schools for Special Instruction—concluded.									
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools	Male	...	1	36	217	166	...	...	...
	Female	10	24	...	...	4	...	...	...
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	85	45	388	492	...	1	23
	Female	...	201	17	295	16	...	...	...
Reformatory School	Male	...	...	...	22	25	...	...	...
	Female	...	...	..	...	...	...	...	...
Other Schools *	Male	...	2	13	117	166	...	...	...
	Female	...	...	...	...	...	...	...	...
Total		10	317	208	1,385	1,274	...	3	24
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION		2,713	2,993	21,766	100,461	82,497	43	59	932
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian	Male	...	...	12	112	2,453	...	...	...
	Female	...	...	...	...	36	...	...	...
(*b*) Sanskrit	Male	...	...	1,027	301	2	...	...	...
	Female	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	207	1,958	12,793	3,808	...	...	143
	Female	...	...	6	154	35	...	...	...
For Girls	Male	...	...	8	39	16	...	...	...
	Female	...	86	121	1,023	271	...	...	8
3. ELEMENTARY TEACHING—THE QURÁN, SHÁSTRAS, &C.									
For Boys	Male	...	...	547	342	26,293	...	...	13
	Female	...	...	6	...	2,967	...	...	...
For Girls	Male	...	...	...	...	754	...	...	...
	Female	...	...	3	37	5,643	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.									
For Boys	Male	18	21	119	371	137	...	...	40
	Female	..	10	...	...	...	...	...	...
For Girls	Male	6	...	...	...	...	...	...	...
	Female	9	64	82	615	543	...	...	24
TOTAL OF PRIVATE INSTITUTIONS		33	388	3,889	15,787	42,958	...	...	228
GRAND TOTAL		2,746	3,381	25,655	116,248	125,455	43	59	1,160

* Under this head are shown Veterinary College, Lahore, Music School, Multan, and the Clerical and Commercial School, Amritsar.

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1905-1906.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																						
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*										*Hindús.*								
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Collegiate Education. Teaching ... Males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Females...	...	...	...	...	...	...	...	...	1	22	25	24	1	22	22	22	..	22	...	...	...	...	...	...	...	...	...	
Total ...	...	...	...	...	...	...	...	...	1	22	25	24	1	22	22	22	...	22	...	...	...	...	...	...	...	...	...	
School Education, General. SECONDARY SCHOOLS.																												
For Boys { High Schools	2	350	330	320	3	270	239	219	1	28	25	25	6	648	648	125	546	625	1	1	...	4	...	17	...	...	...	
Middle Schools, English.	..	...	...	..	7	(a) 401	353	277	...	...	...	...	7	401	367	72	125	396	...	...	2	..	..	3	...	100	...	
For Girls { High Schools	2	330	309	301	7	623	541	473	1	43	30	25	10	996	996	327	...	992	1	...	3	...	...	..	...	...	156	
Middle Schools, English.	...	...	...	...	9	(b) 566	474	433	...	...	...	...	9	566	566	51	1	548	...	...	...	..	...	18	...	...	124	
Total ...	4	680	639	621	26	1,860	1,607	1,402	2	71	55	50	32	2,611	2,577	575	672	2,561	2	1	5	4	...	38	...	100	280	
PRIMARY SCHOOLS.																												
For Boys	...	...	...	...	3	(c) 75	69	57	...	...	..	...	3	75	75	5	7	71	1	...	...	...	...	3	...	29	...	
„ Girls	...	...	...	..	1	27	27	25	...	...	...	...	1	27	27	...	...	27	...	...	...	...	...	...	...	...	8	
Total ...	...	...	...	...	4	102	96	82	...	...	...	...	4	102	102	5	7	98	1	...	...	..	...	3	...	29	8	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	4	680	639	621	30	1,962	1,703	1,484	3	93	80	74	37	2,735	2,701	602	679	2,681	3	1	5	4	...	41	...	129	288	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard ... { For Boys ...													1	18	18	7	...	18	...	...	...	...	...	...	..	...	...	
„ Girls ...													1	15	15	2	...	15	...	...	..	...	..	...	...	...	6	
TOTAL													2	33	33	9	...	33	...	...	...	...	...	...	...	...	6	
GRAND TOTAL													39	2,768	2,734	611	679	2,714	3	1	5	4	...	41	...	129	294	

(a) 34 read Technical subjects only. | (b) 1 reads in the High. | (c) 3 read in the Middle.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other Sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English	56,005	...	...	17,853	...	362	74,280
Collegiate Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. — Law	...	...	...	...	...	...	...
Collegiate Education. — Medicine	79,893	2,902	3,031	13,981	...	...	99,807
Collegiate Education. — Engineering	...	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	59,015	72	240	...	...	...	59,327
Collegiate Education. — Teaching — For Females	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...
Total	1,94,973	2,974	3,271	31,834	...	362	2,33,414
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	1,34,534	5,900	19,897	1,69,416	34	(a)18,620	3,48,401
School Education, General. — For Boys — Middle Schools — English	4,762	...	1,797	2,258	...	89	8,906
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	6,234	...	...	6,180	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	(b)11,189	23,603
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	1,45,530	5,900	21,694	1,77,854	34	29,898	3,80,910
PRIMARY SCHOOLS.							
School Education, General. — For Boys	6,988	...	1,305	4,428	1,114	63	13,898
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	6,968	...	1,305	4,428	1,114	63	13,898
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	72,041	39	...	...	...	...	72,080
School Education, Special. — Training Schools for Mistresses	9,221	...	...	...	...	...	9,221
School Education, Special. — Schools of Art	21,105	...	...	676	...	...	21,781
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	13,545	...	...	6,258	...	...	19,803
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...
School Education, Special. — Technical and Industrial Schools	9,312	...	...	230	...	...	9,542
School Education, Special. — Commercial Schools	1,604	...	750	2,230	...	...	4,584
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	14,621	...	...	...	...	...	14,621
School Education, Special. — Other Schools	30,431	...	...	3,819	...	(c)35,986	70,236
Total	1,71,880	39	750	13,213	...	35,986	2,21,868
Buildings	1,20,761	...	18,569	...	330	...	1,39,660
Furniture and Apparatus (Special Grants only)	1,58,694	213	781	...	...	(d)26,408	1,86,096
Total	2,79,455	213	19,350	...	330	26,408	3,25,756
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	..	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	7,98,826	9,126	46,370	2,27,329	1,478	927,17	11,75,846

(a) Includes Rs. 13,800 from Imperial Revenues.
(b) „ Rs. 9,631 from Imperial Revenues.
(c) From Imperial Revenues.
(d) Includes Rs. 1,186 from Imperial Revenues; also Rs.

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1905-1906.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	14,400	300	1,550	35,854	10,189	25,110	87,403
...	...	...	...	...	...	...	13,353	...	...	329	1,006	6,958	21,646
..	...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...		..	..	...	...	...	27,753	300	1,550	36,183	11,195	32,068	1,09,049
...	2,035	7,701	16,984	...	15	26,735	72,353	3,634	26,550	1,26,349	9,434	56,975	2,95,295
360	18,138	37,064	81,077	565	474	1,37,678	19,011	5,660	3,046	27,845	10,340	18,724	84,626
...	70,130	17,385	37,764	240	53	1,25,572	...	...	...	...	...	...	...
...	...	...	...	...	..	...	24,698	...	...	27,850	24	22,163	74,735
...	...	...	...	...	...	...	17,282	444	...	8,601	2,364	9,602	38,293
1,813	159	9,809	...	...	...	11,781	9,112	118	649	329	945	5,106	16,259
2,173	90,462	71,959	1,35,825	805	542	3,01,766	1,42,456	9,856	30,245	1,90,974	23,107	1,12,570	5,09,208
1,663	3,32,360	35,424	55,073	246	210	4,24,976	5,315	37,518	5,057	13,226	8,725	17,110	86,951
5,185	25,168	24,374	65	...	6	54,798	7,179	4,496	3,668	931	6,194	21,075	43,543
6,848	3,57,528	59,798	55,138	246	216	4,79,774	12,494	42,014	8,725	14,157	14,919	38,185	1,30,494
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	310	...	1,200	...	1,238	289	3,037
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,161	5,998	618	...	161	7,938	800	1,190	1,398	814	3,956	1,870	10,028
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	..
...	1,161	5,998	618	...	161	7,938	1,110	1,190	2,598	814	5,194	2,159	13,065
40,395	70,725	21,675	...	250	3,519	1,36,564	3,14,720	...	..	...	7,500	53,680	4,52,050
1,520	29,059	4,494	...	..	...	35,073	19,582	...	...	...	2,640	4,745	26,967
41,915	99,784	26,169	...	250	3,519	1,71,637	3,34,302	...	...	...	10,140	58,425	4,79,017
...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	..	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
50,936	5,48,935	1,63,924	1,91,581	1,301	4,438	9,61,115	5,18,115	53,360	43,118	2,42,128	64,555	2,43,407	12,40,833

1,500 transferred to the Medical School and College Funds and Rs. 19,856 invested during the year in connection with these institutions,

EDUCATION—GENERAL

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*				TOTAL EXPEND	
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	18,665	8,146	(a)27,093	53,904	70,465	300
Collegiate Education. — Oriental	...	...	...	...	13,353	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	8,485	169	(b) 2,430	11,084	1,259	...
Collegiate Education. — Medicine	...	...	...	...	79,893	2,902
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	...	...	...	...	59,015	72
Collegiate Education. — Teaching — For Females	4,077	...	(c) 9,651	13,728	7,428	...
Collegiate Education. — Agriculture	...	...	...	...	...	...
Total	31,227	8,315	39,174	78,716	2,31,413	3,274
SECONDARY SCHOOLS.						
School Education, General. — For Boys — High Schools	63,567	11,905	22,259	97,731	2,06,887	11,569
School Education, General. — For Boys — Middle Schools — English	7,359	2,400	3,603	13,362	24,133	23,798
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	70,130
School Education, General. — For Girls — High Schools	3,923	...	2,970	6,893	30,932	...
School Education, General. — For Girls — Middle Schools — English	291	194	106	591	17,282	444
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	10,025	277
Total	75,140	14,499	28,938	1,18,577	2,90,159	1,06,218
PRIMARY SCHOOLS.						
School Education, General. — For Boys	4,680	6,740	3,064	14,484	13,966	3,69,878
School Education, General. — For Girls	...	2,344	1,086	3,430	12,364	29,664
Total	4,680	9,084	4,150	17,914	26,330	3,99,542
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	72,041	39
School Education, Special. — Training Schools for Mistresses	...	...	...	...	9,221	..
School Education, Special. — Schools of Art	...	...	...	...	21,105	...
School Education, Special. — Law Schools	...	...	...	...	..	...
School Education, Special. — Medical Schools	..	...	15,125	15,125	13,855	...
School Education, Special. — Engineering and Surveying Schools	...	...	..	...	...	...
School Education, Special. — Technical and Industrial Schools	...	105	7,757	7,862	10,112	...
School Education, Special. — Commercial Schools	...	...	...	...	1,604	2,351
School Education, Special. — Agricultural Schools	...	...	...	...	...	..
School Education, Special. — Reformatory Schools	...	...	...	...	14,621	..
School Education, Special. — Other Schools	..	409	1,055	1,464	30,431	...
Total	...	514	23,937	24,451	1,72,990	2,390
Buildings	...	38,741	(d)78,081	40,672	5,52,026	70,725
Furniture and Apparatus (Special Grants only)	...	6,301	(e) 9,513	15,814	1,79,796	29,272
Total	...	45,042	87,594	56,486	7,31,822	99,997
University	...	...	...	...	71,709	...
Direction	...	...	...	...	72,821	...
Inspection	...	...	...	...	2,09,917	21,286
Scholarships held in — Arts Colleges	...	...	...	...	15,163	747
Scholarships held in — Medical Colleges	...	...	...	...	9,817	642
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	17,014	44,469
Scholarships held in — Primary Schools	...	...	...	...	6,292	1,668
Scholarships held in — Medical Schools	..	...	...	...	20,017	2,911
Scholarships held in — Technical and Industrial Schools	...	...	...	...	316	1,715
Scholarships held in — Other Special Schools	...	...	...	...	2,621	3,622
Boarding-Houses	...	...	...	...	67,603	19,771
Miscellaneous	...	...	...	...	50,244	8,821
Total	...	...	...	...	5,43,534	1,05,652
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,11,047	77,454	1,83,793	2,96,144	19,96,248	7,17,073

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1905-1906.

TURE FROM					
		ALL OTHER SOURCES.			
Municipal Funds.	Fees.	Private.	Imperial Contributions.	GRAND TOTAL.	REMARKS.
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
2,150	72,372	70,300	...	2,12,587	(a) Includes Rs. 600 paid from Municipal Funds to the Khálsa College.
...	329	7,964	...	21,646	
...	8,485	1,340	...	11,084	(b) Includes Rs. 1,259 paid from Provincial Revenues.
3,031	13,981	...	...	99,807	
...	...	...	...	...	
240	...	...	...	59,327	(c) Includes Rs. 7,428 paid from Provincial Revenues to St. Bede's College, Simla, on account of stipends to students.
...	4,077	2,223	...	13,728	
...	...	...	...	...	
5,421	99,244	81,827	...	4,21,179	
54,148	3,76,316	1,05,442	13,800	7,68,162	
41,907	1,18,539	36,195	...	2,44,572	
17,385	37,764	293	...	1,25,572	
...	37,953	26,715	9,631	1,05,231	
...	8,892	12,266	...	38,884	
10,458	329	6,051	...	28,040	
1,23,898	5,79,793	1,86,962	23,431	13,10,461	
41,786	77,407	37,272	...	5,40,309	
28,042	996	30,705	...	1,01,771	
69,828	78,403	67,977	...	6,42,080	
...	...	...	...	72,080	
...	...	...	...	9,221	
...	676	...	...	21,781	
...	...	...	...	...	
1,200	6,258	16,652	...	37,965	
...	...	...	...	...	
7,396	1,662	13,849	...	35,370	
750	2,230	..	...	4,584	
...	...	...	...	...	
...	...	...	...	14,621	
...	3,819	1,464	35,986	71,700	
9,346	14,645	31,965	35,986	2,67,322	
40,244	...	1,05,951	...	7,68,946	(d) Includes building grants of Rs. 50,000, Rs. 1,150, and Rs. 25,000 from Provincial Revenues to the Khálsa College, Amritsar, the Dev Samáj Bálika Vidyála, Ferozepore, and the Islámia College, Lahore, respectively.
5,364	...	48,332	1,186	2,63,950	
45,608	...	1,54,283	1,186	10,32,896	(e) Includes Rs. 89 from Municipal Funds.
...	82,819	(f) 94,463	...	2,48,991	(f) Includes Rs. 89,445 on account of the Examination Hall.
...	...	...	...	72,821	
2,760	...	...	...	2,33,963	
1,405	...	14,495	...	31,810	
147	...	3,164	...	13,770	
...	...	...	...	...	
9,792	...	4,176	...	75,451	
...	...	229	...	8,189	
2,176	...	2,299	...	27,403	
337	...	1,688	...	4,056	
1,626	...	3,953	...	11,822	
10,711	1,68,323	1,06,483	63,019	4,35,910	
7,973	...	(g) 42,083	18,331	1,27,452	(g) Includes Rs. 2,300 on account of purchase of Government Promissory Notes for the Aitchsion College, Lahore.
36,927	2,51,142	2,73,033	81,350	12,91,638	
2,91,028	10,23,227	7,96,047	1,41,953	49,65,576	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC									
			UNDER PUBLIC MANAGEMENT.							UNDER PRIVATE		
			Managed by Government.							*Aided by Government nicipal*		
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1			2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	Teaching	Males	...	...	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	...	...	...	...
		Total ...	...	...	...	...	...	...	...	...	...	...	...
School Education, General.	SECONDARY SCHOOLS.												
	For Boys...	High Schools	7,125	...	...	8,351	...	15,581	31,057	11,413	...	...	16,797
		Middle Schools, English	...	...	...	...	...	...	...	13,670	...	...	6,100
	For Girls	High Schools	6,234	...	...	6,180	...	11,189	23,603	19,102	...	...	25,084
		Middle Schools, English	...	...	...	..	...	...	...	15,745	...	...	8,601
		Total ...	13,359	...	...	14,531	...	26,770	54,660	59,930	...	...	56,582
	PRIMARY SCHOOLS.												
	For Boys		...	...	...	...	...	...	...	2,041	...	...	2,481
	For Girls		...	...	...	...	...	...	...	480	...	...	698
	Total ...		...	...	...	...	...	...	...	2,521	...	...	3,179
Buildings			27,422	...	...	...	...	...	27,422	2,79,821	...	...	...
Furniture and Apparatus (Special Grants only).			51	...	...	...	...	1,236	1,287	3,346	...	...	...
Total ...			27,473	...	...	...	...	1,236	28,709	2,83,167	...	...	...
Scholarships held in Secondary Schools ...			...	...	...	...	...	...	...	...	...	...	...
Boarding-Houses			...	...	...	...	...	...	...	...	...	...	..
Miscellaneous			...	...	...	...	...	...	...	...	...	...	...
Total ...			...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.			40,832	...	...	14,531	...	28,006	83,369	3,45,618	...	...	59,761

(a) Includes Rs. 7,428 from Provincial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1905-1906.

INSTITUTIONS.							TOTAL EXPENDITURE FROM						
MANAGEMENT.													
or by District or Mu-Boards.			*Unaided.*								*All Other Sources.*		
Subscriptions.	*Endowments and other sources.*	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial Contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	4,077	...	9,651 (a)	13,728	7,428	...	...	4,077	2,223	...	13,728
...	...	...	4,077	...	9,651	13,728	7,428	...	...	4,077	2,223	...	13,728
970	12,961	42,141	4,857	...	...	4,857	18,538	...	...	30,005	15,712	13,800	78,055
2,426	6,854	29,050	...	...	...	...	13,670	...	...	6,100	9,280	...	29,050
24	13,092	57,302	3,923	..	2,970	6,893	25,336	...	...	35,187	17,644	9,631	87,798
2,364	3,741	30,451	...	...	...	...	15,745	...	...	8,601	6,105	...	30,451
5,784	36,648	1,58,944	8,780	...	2,970	11,750	73,289	...	...	79,893	48,741	23,431	2,25,354
...	613	5,135	..	...	...	...	2,041	...	...	2,481	613	...	5,135
...	553	1,731	...	...	...	...	480	...	...	698	553	...	1,731
...	1,166	6,866	...	...	...	...	2,521	...	...	3,179	1,166	...	6,866
2,147	29,938	3,11,906	...	...	16	16	3,07,243	...	...	...	32,101	...	3,39,344
...	2,097	5,443	...	..	90	90	3,397	...	...	...	2,237	1,186	6,820
2,147	32,035	3,17,349	...	...	106	106	3,10,640	...	...	...	34,338	1,186	3,46,164
...	...	...	...	...	...	...	6,990	...	...	...	...	...	6,990
...	...	...	...	...	...	...	27,932	...	...	1,21,530	42,002	63,019	2,54,433
...	...	...	...	...	...	...	2,104	...	...	...	33,235	18,331	53,670
...	...	...	...	...	...	...	37,026	...	...	1,21,530	75,237	81,350	3,15,143
7,931	69,849	4,83,159	12,857	...	12,727	25,584	4,30,904	...	...	2,08,679	1,61,705	1,05,967	9,07,255

(a) Revenues on account of Stipends.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
					1			2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	32	10,391	1,755	...	1,755	3,220	...	3,220
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	13	2,909	74	...	74	806	...	806
		Vernacular	70	11,013	...	...	...	3,161	...	3,161
	Municipal	English	41	8,107	96	...	96	2,033	...	2,033
		Vernacular	38	5,897	...	...	...	1,551	...	1,551
	Aided	English	65	14,136	1,662	...	1,662	3,425	5	3,430
		Vernacular	1	41	41	...	41	...	...	...
	Unaided	English	27	6,763	1,242	...	1,242	2,023	...	2,023
		Vernacular	1	71	6	...	6	10	...	10
	Total	...	288	59,328	4,876	...	4,876	16,229	5	16,234
For Girls.	Government	English	2	330	...	17	17	...	92	92
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	1	33	...	...	...	...	...	...
	Municipal	English	...	...	...	..	...	...	...	...
		Vernacular	5	477	...	...	...	...	76	76
	Aided	English	20	1,613	...	58	58	6	362	368
		Vernacular	6	599	...	...	...	...	73	73
	Unaided	English	2	82	...	4	4	...	19	19
		Vernacular	...	...	...	...	...	...	...	...
	Total	...	36	3,134	...	79	79	6	622	628
TOTAL SECONDARY SCHOOLS		...	324	62,462	4,876	79	4,955	16,235	627	16,862
PRIMARY SCHOOLS.										
For Boys.	Government	... ...	12	1,433	...	...	...	...	...	...
	District Board	... ...	2,007	86,805	...	...	...	...	...	...
	Municipal	... ...	88	6,994	...	...	...	...	...	...
	Aided	... ...	674	25,862	...	...	...	2	1	3
	Unaided	... ...	149	6,090	...	...	...	...	...	...
	Total	...	2,930	127,184	...	...	...	2	1	3
For Girls.	Government	... ...	...	...	...	...	...	...	...	...
	District Board	... ...	167	5,064	...	...	...	...	...	...
	Municipal	... ...	104	4,170	...	...	..	...	...	...
	Aided	... ...	137	5,759	...	...	...	...	...	...
	Unaided	... ...	51	1,650	...	...	...	...	...	...
	Total	...	459	16,643	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS		...	3,389	143,827	...	...	...	2	1	3
GRAND TOTAL		...	3,713	206,289	4,876	79	4,955	16,237	628	16,865

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1905-1906.

UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.						TOTAL.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,024	...	3,024	2,392	...	2,392	...	...	...	10,391	...	10,391
...	...	...	...	...	...	...	...	...	...	...	...
925	..	925	1,104	...	1,104	...	...	...	2,909	...	2,909
1,998	...	1,998	5,603	2	5,605	249	...	249	11,011	2	11,013
2,306	...	2,306	3,562	...	3,562	110	...	110	8,107	...	8,107
1 201	...	1,201	2,970	...	2,970	175	...	175	5,897	...	5,897
3,610	28	3,638	5,339	67	5,406	...	...	..	14,036	100	14,136
...	...	...	...	...	...	...	...	..	41	...	41
1,723	...	1,723	1,775	...	1,775	...	...	...	6,763	...	6,763
34	...	34	21	...	21	...	...	...	71	...	71
14,821	28	14,849	22,766	69	22,835	534	...	534	59,226	102	59,328
...	92	92	44	85	129	...	...	...	44	286	330
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	1	1	...	32	32	...	...	...	...	33	33
...	...	...	...	...	...	...	...	...	...	...	...
...	145	145	...	256	256	...	...	...	...	477	477
29	362	391	189	607	796	...	...	...	224	1,389	1,613
...	130	130	...	350	350	...	46	46	...	599	599
3	19	22	9	28	37	...	...	...	12	70	82
...	...	...	...	...	...	...	...	...	...	...	...
32	749	781	242	1,358	1,600	...	46	46	280	2,854	3,134
14,853	777	15,630	23,008	1,427	24,435	534	46	580	59,506	2,956	62,462
266	...	266	1,082	...	1,082	85	...	85	1,433	...	1,433
14,716	...	14,716	71,594	21	71,615	474	...	474	86,784	21	86,805
530	...	530	5,871	...	5,871	593	...	593	6,994	...	6,994
2,123	14	2,137	23,552	112	23,664	58	...	58	25,735	127	25,862
301	...	301	5,739	49	5,788	1	...	1	6,041	49	6,090
17,936	14	17,950	107,838	182	108,020	1,211	...	1,211	126,987	197	127,184
...	...	...	...	...	...	...	...	...	...	...	...
...	256	256	25	4,776	4,801	...	7	7	25	5,039	5,064
...	272	272	...	3,898	3,898	...	...	...	...	4,170	4,170
...	399	399	31	5,291	5,322	...	38	38	31	5,725	5,759
...	21	21	14	1,607	1,621	...	8	8	14	1,636	1,650
...	948	948	70	15,572	15,642	...	53	53	70	16,573	16,643
17,936	962	18,898	107,908	15,754	123,662	1,211	53	1,264	127,057	16,770	143,827
32,789	1,739	34,528	130,916	17,181	148,097	1,745	99	1,844	186,563	19,726	206,289

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1		
			Boys.	Girls.	Total.
SECONDARY SCHOOLS.					
For Boys ... Government ... English	2	350	48	...	48
For Boys ... Aided ... English	10	671	42	...	42
For Boys ... Unaided ... English	1	28	5	...	5
For Boys ... Total ...	13	1,049	95	...	95
For Girls ... Government ... English	2	330	...	17	17
For Girls ... Aided ... English	16	1,189	...	38	38
For Girls ... Unaided ... English	1	43	...	4	4
For Girls ... Total ...	19	1,562	...	59	59
TOTAL SECONDARY SCHOOLS ...	32	2,611	95	59	154
PRIMARY SCHOOLS.					
For Boys ... Aided	3	75	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys ... Total ...	3	75	...	...	...
For Girls ... Aided	1	27	...	...	...
For Girls ... Total ...	1	27	...	...	...
TOTAL PRIMARY SCHOOLS ...	4	102	...	...	...
GRAND TOTAL ...	36	2,713	95	59	154

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1905-1906.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
127	...	127	92	...	92	83	...	83	350	...	350
162	5	167	176	28	204	191	67	258	571	100	671
15	...	15	8	...	8	...	...	...	28	...	28
304	5	309	276	28	304	274	67	341	949	100	1,049
...	92	92	...	92	92	44	85	129	44	286	330
6	283	289	29	258	287	189	386	575	224	965	1,189
...	12	12	3	7	10	9	8	17	12	31	43
6	387	393	32	357	389	242	479	721	280	1,282	1,562
310	392	702	308	385	693	516	546	1,062	1,229	1,382	2,611
2	1	3	7	5	12	37	23	60	46	29	75
...	...	...	...	...	...	...	...	...	...	...	...
2	1	3	7	5	12	37	23	60	46	29	75
...	...	...	...	5	5	8	14	22	8	19	27
...	...	...	...	5	5	8	14	22	8	19	27
2	1	3	7	10	17	45	37	82	54	48	102
312	393	705	315	395	710	561	583	1,144	1,283	1,430	2,713

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	3	...	4	15	22	...	9	46
2. Bachelor of Arts	1	3	4	8	31	85	67	107	290
3. B. Sc.	1	...	1	2	3	...	1	1	5
4. First B. A.	...	...	...	...	...	...	...	...	...
4. „ B. Sc.	1	2	...	3	6	19	...	5	30
4. „ Arts	1	4	4	9	49	178	217	101	545
4. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	1	1
3. First Arts Oriental Faculty	...	1	...	1	...	2	...	...	2
4. Honours in Sanskrit	...	1	3	4	...	10	5	8	23
4. „ „ Arabic	...	1	1	2	...	7	3	1	11
4. „ „ Persian	...	1	1	2	...	5	2	13	20
5. High Proficiency in Sanskrit	...	1	6	7	...	4	9	2	15
5. „ „ „ Arabic	...	1	3	4	...	9	5	...	14
5. „ „ „ Persian	...	1	1	2	...	3	1	2	6
5. „ „ „ Urdu	...	...	...	...	...	...	...	4	4
5. „ „ „ Panjábi	...	1	2	3	...	5	10	24	39
5. „ „ „ Pashto	...	...	...	...	...	...	...	2	2
6. Proficiency in Sanskrit	...	1	12	13	...	11	43	8	62
6. „ „ Arabic	...	1	2	3	...	4	7	4	15
6. „ „ Persian	...	1	...	1	...	3	..	3	6
6. „ „ Urdu	...	...	...	...	...	...	...	...	...
6. „ „ Panjábi	...	1	...	1	...	1	...	20	21
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	48	...	48
3. Intermediate Examination in Law	...	...	1	1	...	...	19	...	19
4. Licentiate „ „	...	...	1	1	...	...	27	...	27
5. First Certificate „ „	...	...	1	1	...	...	18	16	34
6. Preliminary „ „	...	...	1	1	...	...	57	10	67
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	1	...	...	1	1	...	...	...	1
3. L. M. S.	1	...	...	1	27	...	..	.	27
4. First M. B.	1	...	...	1	3	...	...	...	3
4. First L. M. S.	1	...	...	1	73	...	...	...	73
5. Preliminary Scientific	1	...	...	1	89	...	...	...	89
6. Special Certificate Class Examination for Females	1	...	...	1	3	...	...	...	3
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	..	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching	1	...	...	1	180	...	...	(a)23	(b)203
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation ... For Boys	31	30	20	81	826	714	638	434	2,612
1. Matriculation ... For Girls	...	2	...	2	...	7	...	...	7
2. High School Examination for Europeans. For Boys	2	3	1	6	11	20	2	2	35
2. High School Examination for Europeans. For Girls	2	6	...	8	8	18	...	1	27
3. Middle English Examination For Boys	2	7	1	10	23	39	5	2	69
3. Middle English Examination For Girls	2	15	1	18	14	67	3	...	84
4. Middle Vernacular Examination. For Boys	108	...	2	110	1,456	...	2	50	1,508
4. Middle Vernacular Examination. For Girls	3	6	...	9	11	25	...	1	37
5. Upper Primary Examination. For Boys	1,495	80	37	1,612	11,248	1,814	806	22	13,890
5. Upper Primary Examination. For Girls	118	45	2	165	263	198	8	8	477
6. Lower Primary Examination. For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination. For Girls	186	60	3	249	884	512	25	...	1,421
7. Public Service Certificate Examination. English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. Lower	5	...	...	5	443	...	...	30	473
2. Training School Examination for Mistresses. Upper	1	1	...	2	4	1	...	...	5
2. Training School Examination for Mistresses. Lower	1	4	...	5	3	11	...	...	14
3. School of Arts Examination	1	...	...	1	198	..	...	...	198
4. Vernacular Medical Examination	1	...	1	2	102	...	4	...	(d)106
5. Examination in Engineering and Surveying	1	...	1	2	39	...	39	7	85
6. Industrial School Examination	3	...	...	3	39	...	...	2	38
7. Commercial School Examination	3	1	...	4	55	11	...	11	77
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	50	...	...	...	50
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

(a). Includes 1 girl.
(b). Includes 13 candidates for the B. T. and 6 for the Clerical and Commercial Certificate Examination.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1905-1906.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23
6	6	...	1	13	...	...	1	6	6	...	...	...
20	39	33	22	114	1	...	17	62	34	...	...	..
1	...	1	...	2	...	1	...	1	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
4	8	...	2	14	...	2	...	10	1	...	1	...
22	103	119	40	284	...	8	37	178	61	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	...	1	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	...	1	...	...	...	...	1	...	...	...
...	7	5	5	17	...	...	17	...	...	...	...	...
...	6	2	1	9	...	...	...	...	9	...	...	...
...	4	1	5	10	...	...	...	1	9	...	...	...
...	3	4	...	7	...	...	6	1	...	...	...	...
...	6	2	...	8	...	...	...	...	8	...	...	...
...	1	1	2	4	...	...	..	1	3	...	...	...
...	...	...	3	3	...	...	1	...	2	...	...	...
...	5	9	19	33	...	...	1	31	1	...	...	...
...	...	...	2	2	...	...	...	...	2	...	...	...
...	8	23	2	33	...	...	33	...	...	...	...	..
...	...	5	1	6	...	...	...	...	6	...	..	...
...	3	...	1	4	...	...	...	1	3	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	1	...	14	15	...	...	...	15	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	14	...	14	...	...	...	1	11	2	...	...
...	...	14	...	14	...	...	...	3	9	2	...	...
...	...	23	...	23	...	...	...	1	17	5	...	...
...	...	8	9	17	...	...	...	2	11	4	...	...
...	...	36	3	39	...	...	...	3	26	10	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	...
18	...	...	...	18	...	...	6	11	1	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	...
25	...	...	...	25	...	...	7	17	1	...	...	...
41	...	...	...	41	...	...	9	26	6	...	...	...
2	...	...	...	2	2	..	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
(a) 158	...	...	13	(c) 171	...	7	22	77	65	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
409	327	336	100	1,172	...	19	148	726	279	...	...	...
...	6	...	...	6	...	6	...	...	...	...	..	...
4	4	1	...	9	9	...	...	...	...	...	...	...
4	13	...	...	17	17	...	...	...	...	...	...	..
19	21	4	2	46	45	...	...	1	...	...	...	...
9	54	1	...	64	57	7	...	...	...	...	...	...
1,022	...	...	21	1,043	...	...	184	545	314	...	...	...
11	24	...	...	35	...	10	2	12	11	...	...	...
8,558	1,237	520	21	10,336	...	71	1,165	5,540	3,552	3	1	4
214	149	5	6	374	...	61	27	210	76	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
644	346	20	...	1 010	...	77	67	633	233	...	...	...
...	...	...	...	..	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...
258	...	...	10	268	...	...	46	86	136	...	...	...
1	...	...	...	1	...	...	...	1	...	...	...	...
1	8	...	...	9	...	8	...	1	...	...	...	...
180	...	...	...	180	...	...	8	74	97	...	1	...
80	...	3	...	(e) 83	...	4	13	50	16	...	...	...
25	...	31	6	62	...	1	5	47	9	...	...	...
31	...	...	1	32	...	...	2	12	18	...	...	...
19	6	...	3	28	...	1	4	15	8	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
45	...	...	...	45	...	...	...	9	36	...	...	...
...	...	...	..	...	...	...	...	..	...	...	...	...

(c). Includes 8 passes in the B. T. and 5 in the Clerical and Commercial Certificate Examination.
(d). Includes 4 female candidates from the Ludhiána Medical School for Women.
(e). Includes 3 passes from the Ludhiána Medical School for Women.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by District Boards.											In Institutions managed by			Total District Fund Expenditure on Public Instruction.
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Collegiate Education.															
Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	...	...	...	...	...	...	...	300	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	2,902	...	...	2,902
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	..	72	...	...	72
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	2,974	...	300	3,274
School Education, General.															
Secondary Schools.															
For Boys. High Schools	1	302	304	252	...	1,835	...	5,702	...	...	7,537	5,900	200	3,634	11,569
For Boys. Middle English	12	2,607	2,617	2,065	...	6,485	...	22,850	90	34	29,459	...	11,653	5,660	23,798
For Boys. Middle Vernacular Schools.	70	11,013	10,942	8,903	...	56,797	505	23,842	240	41	81,425	...	13,333	...	70,130
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle English	...	...	...	...	...	...	...	...	...	...	...	...	...	444	444
For Girls. Middle Vernacular Schools	1	33	39	34	29	159	..	...	..	...	188	...	...	118	277
Total	84	13,955	13,902	11,254	29	65,276	505	52,394	330	75	1,18,609	5,900	25,186	9,856	1,06,218
Primary Schools.															
For Boys	2,007	86,805	76,422	63,331	1,663	3,31,341	795	43,251	246	207	3,77,503	...	1,019	37,518	3,69,878
For Girls	167	5,064	4,068	3,259	2,129	24,236	126	8	...	...	26,499	...	932	4,496	29,664
Total	2,174	91,869	80,490	66,590	3,792	3,55,577	921	43,259	246	207	4,04,002	...	1,951	42,014	3,99,542
Special. Schools for Special Instruction.															
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	39	...	...	39
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...		...	...	...	...	...	...
Technical and Industrial Schools.	2	156	162	135	...	1,161	1,000	442	...	150	2,753	...	...	1,190	2,351
Commercial Schools	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Other Schools	...	.	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	2	156	162	135	...	1,161	1,000	442	...	150	2,753	39	...	1,190	2,390
ldings	...	...	...	...	39,315	70,140	1,815	...	250	3,519	1,15,039	...	585	...	70,725
niture and Apparatus (Special Grants only).	...	...	...	...	1,520	29,059	...	...	...	...	30,579	213	...	...	29,272
Total	...	...	...	...	40,835	99,199	1,815	...	250	3,519	1,45,618	213	585	...	99,997
ection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,286
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	747
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	642
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	..	...	...	...	...	...	...	...	...	...	...	...	44,469
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,668
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,911
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,715
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,622
llaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28,592
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,05,652
Grand Total	2,260	1,05,980	94,554	77,979	44,656	5,21,213	4,241	96,095	826	3,951	6,70,982	9,126	27,723	53,369	7,17,073

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1905-1906.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY			Total Municipal Expenditure on Public Instruction	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	REMARKS.
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	2,150	2,150	2,450	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	3,031	...	...	3,031	5,933	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	..	...	...	...	240	312	
...	...	...	...	...	...	...	...	...	...	...	240	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	3,271	...	2,150	5,421	8,695	
3	850	839	624	...	7,701	200	11,282	...	15	19,198	19,897	...	26,550	54,148	65,717	
38	7,257	6,754	5,673	360	37,064	11,653	58,227	475	440	1,08,219	1,797	...	3,046	41,907	65,705	
38	5,897	5,814	4,730	...	16,88[illegible]	13,333	13,922	...	12	44,147	...	505	...	17,385	87,515	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	..	...	...	...	...	...	...	...	...	...	444	
5	477	492	367	1,784	9,809	...	...	...	...	11,593	...	...	649	10,458	10,735	
84	14,481	13,899	11,394	2,144	71,454	25,186	83,431	475	467	1,83,157	21,694	505	30,245	1,23,898	2,30,113	
88	6,994	6,345	5,209	...	34,629	1,019	11,922	...	3	47,473	1,305	795	5,057	41,786	4,11,664	
104	4,170	4,046	2,950	3,056	24,248	932	57	...	6	28,299	...	126	3,668	28,042	57,706	
192	11,164	10,391	8,159	3,056	58,877	1,951	11,879	...	9	75,772	1,305	921	8,725	69,828	4,69,370	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	1,200	1,200	1,200	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3	235	232	186	...	4,998	...	176	...	11	5,185	...	1,000	1,398	7,396	9,747	
...	...	...	...	...	...	...	...	..	...	...	750	...	..	750	750	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	
3	235	232	186	...	4,998	...	176	...	11	5,185	750	1,000	2,598	9,346	11,736	
...	...	...	...	1,080	19,860	585	...	...	..	21,525	18,569	1,815	...	40,244	1,10,969	
...	...	...	...	...	4,494	...	...	...	...	4,494	781	...	89	5,364	34,636	
...	...	...	...	1,080	24,354	585	...	...	...	26,019	19,350	1,815	89	45,608	1,45,605	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,760	24,046	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,405	2,152	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	147	789	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,792	54,261	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,668	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,176	5,087	
...	...	..	...	...	...	...	...	...	..	...	...	...	..	337	2,052	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	1,626	5,248	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	18,684	47,276	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,927	1,42,579	
279	25,880	24,522	19,739	6,280	1,59,683	27,722	95,486	475	487	2,90,133	46,370	4,241	43,807	2,91,028	10,08,101	

EDUCATION—GENERAL TABLE VIII.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES for the Official Year 1905-1906.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government	40	2,779	153	186	1,844	...	596	40,610	2,458	*34,113	27,884	1,05,065	*Includes Rs. 29,494 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	153	3,923	...	..	3,647	256	20	...	22,934	48	5,499	28,481	
3. Aided by Government or by Local or Municipal Boards.	34	1,570	39	...	1,467	...	64	8,626	4,994	19,961	30,188	63,769	
4. Unaided	49	2,927	654	33	2,040	13	187	..	...	26,481	24,100	50,581	
Total ...	276	1,199	846	219	8,998	269	867	49,236	30,386	80,603	87,671	2,47,896	
For Females.													
1. Managed by Government	3	329	...	...	318	...	11	6,913	...	†35,027	10,524	52,464	†Includes Rs. 33,525 from Imperial Revenue.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	15	798	...	..	637	159	2	11,454	96	29,314	55,108	95,972	
4. Unaided	7	309	...	22	210	...	77	...	...	24,558	15,020	39,578	
Total ...	25	1,436	...	22	1,165	159	90	18,367	96	88,899	80,652	1,88,014	
Grand Total ...	301	12,635	846	241	10,163	428	957	67,603	30,482	‡1,69,502	1,68,323	4,35,910	‡Includes Rs. 63,019 from Imperial Revenues.

EDUCATION—GENERAL TABLE VIII A.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES (for EUROPEANS) for the Official Year 1905-1906.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government...	2	362	...	...	362	...	...	6,870	...	* 31,211	17,186	55,267	* Includes Rs. 29,494 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	213	...	...	213	...	...	4,376	...	5,504	26,895	36,775	
3. Unaided	1	18	...	...	18	...	...	...	...	...	4,292	4,292	
Total ...	7	593	...	...	593	...	...	11,246	...	36,715	48,373	96,334	
For Females.													
1. Managed by Government...	2	318	...	...	318	...	...	6,012	...	† 35,027	10,524	51,563	† Includes Rs. 33,525 from Imperial Revenues.
2. Aided by Government ...	12	597	...	...	597	...	...	10,674	...	26,265	49,382	86,321	
3. Unaided	2	52	...	22	30	...	...	...	...	7,014	13,251	20,265	
Total ...	16	967	...	22	945	...	...	16,686	...	68,306	73,157	1,58,149	
Grand Total ...	23	1,560	...	22	1,538	...	...	27,932	...	‡1,05,021	1,21,530	2,54,483	‡ Includes Rs. 63,019 from Imperial Revenues.

PUNJAB EDUCATION REPORT FOR 1906-07.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR

1906-1907.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1410, dated 25th November 1907.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1906-07, forwarded with his letter No. 3836, dated 5th October 1907.

REMARKS.—The present report deals with a quinquennium which has been marked by considerable departmental activity. Expenditure on education has increased by almost 20 lakhs of rupees, 52 lakhs being the gross total for the year under report. A thousand new teaching establishments have been opened, and the roll of scholars has risen by half a lakh.

2. In particular, the facilities for primary education have been greatly developed in consequence largely of the impulse given by the grant made in 1905 of three lakhs of rupees per annum by Government for this object. Nine hundred new primary schools for boys and 200 for girls have come into existence: and 40,000 more boys and 7,700 more girls are now receiving this stage of education than in 1901-02. The abolition of the upper primary certificate which was once regarded as a passport to employment by Government, is said to have checked the expansion of numbers in the upper primary departments, but the fact that the number of primary scholars in general has so largely risen is a matter for satisfaction. So too is the increase in the attendance of agriculturists and the development of the attempt to induce parents to allow their girls to receive instruction in boys' schools. The institution of rural schools with a curriculum adapted to the limited requirements of the agricultural population is an experiment which has been adopted to replace the zamíndári schools which had proved a failure: its success remains to be seen, but it is hoped that a system which includes instruction in such practical subjects as agriculture and native methods of accounts and will provide the means of rising to secondary schools without interfering with the home-calls of the pupils will soon become popular. The Lieutenant-Governor observes that the Director is of opinion that the relief afforded to local bodies by the provincialisation of certain secondary schools will probably result in their evincing more interest in primary education. This question is at present engaging the particular attention of Government, and Sir Denzil Ibbetson considers that the connection between local bodies, especially district boards, and primary education should probably be made still closer than it is now, though at the same time more independent of departmental control; since the history of local self-government in the province proves indubitably that a too rigorous departmental control is incompatible with the existence of any lively feeling of interest in local administration.

3. The development of female education occupies a prominent place in the present report. Rapid progress in this branch was, from the nature of things, not to be expected in view of the many difficulties which the movement had to face, but the expansion of female schools and the increasing interest evinced by all classes alike in the importance of the education of girls is one of the most interesting and satisfactory features of the quinquennium. Five new secondary and two hundred and sixteen new primary schools for girls have been opened. Of the districts where female education is most popular five out of six belong to the Central Punjab. The south-eastern part of the province, in spite of the efforts of the various missionary bodies, is still very backward. The Lieutenant-Governor notices with interest the efforts made by the Inspectress of Schools in the Western Circle to obtain as instructresses the wives of teachers in boys' schools, and is glad to see that these efforts have been duly encouraged. In the west of the province the movement in favour of female education has had to contend with the ravages made by plague among teachers and pupils alike, but the Inspectress is nevertheless able to report the very gratifying increase of 68 per cent. in

the number of female scholars. His Honour observes with interest the growth of Gurmukhi schools, and also the large number of indigenous institutions for females, but it is clear that until the supply of satisfactory teachers is more adequate the rapid development of the movement for which the province is ripening cannot be attained, and the remarks made in paragraph 69 of the report indicate the necessity of special attention from the department to the supply and training of women teachers. Mixed classes for boys and girls have not made much progress; but the experiment is very properly being continued.

4. As regards secondary education, the most salient features of the last five years have been the provincializing of the main middle or high school of each district, and the abolition of the anglo-vernacular middle school examination. The former step meets apparently with no criticism, and it is possible that further action on the same lines might profitably be taken, if no serious financial difficulty is apprehended. The remarks in paragraph 50 of the report regarding the abolition of the anglo-vernacular examination are interesting. The weight of opinion is unquestionably in favour of its abolition, and the criticisms reported by the Rawalpindi Inspector, whose remarks on them are very pertinent, appear to deserve little consideration. The Lieutenant-Governor observes that there exist in the province 86 anglo-vernacular as against only 110 vernacular middle schools in the province. His Honour entirely concurs in the views expressed by the Inspector of Jullundur in paragraph 46, and thinks that the proportionate reduction of schools where English is badly taught in comparison with those where a good middle education is imparted through the medium of the vernacular would probably be a distinct advantage both to the teaching of English in particular and to the cause of education in general. The Director is unable to report very favourably on the condition of secondary school buildings, but in this as in other matters the possibilities of rapid improvement are subject to financial considerations, and the Lieutenant-Governor is not prepared to permit of extravagant expenditure under this head.

5. Of the schools for special education Sir Denzil Ibbetson recognizes with pleasure the development in and popularity of the female medical school at Ludhiána and the Mayo School of Art at Lahore. It is admitted that the Government School of Engineering is not yet organised on a satisfactory basis, but it has already managed to obtain employment for 50 per cent. of its passed students. The evening continuation classes recently started give good promise for the future both in respect of popularity and of efficiency, and the development of commercial instruction both in English and in Vernacular is an important innovation which may prove of considerable value. The indigenous and other industrial schools continue to do good work, and provide for classes which for obvious reasons are often unable to profit by the teaching of the more regular schools.

6. The record of the development of European education is marked by the grant of Rs. 27,000 annually and by the appointment of a qualified auditor to systematize the accounts of the schools. The numbers of institutions and scholars have remained practically stationary. A slight shrinkage in the number of schools is due to the policy of concentration recently adopted. In spite of the large number of pupils which appear to be attracted to the Punjab schools from other provinces, the state of European education is, owing to financial insecurity and the consequent difficulty of securing and retaining a good teaching staff, still far from satisfactory. The financial position of the aided institutions cannot be accurately ascertained until the results of the scientific audit are before Government, but it is to be hoped that when the financial situation is clearly set forth, it may be possible to allot the Government recurring grant to greater advantage than is the case at present. The lack of male teachers is a real difficulty, and the Director has suggested no solution, though possibly the experiment at Sanáwar may prove fruitful.

7. The advance which the Director is able to report as made by the Muhammadan community in education during the last five years is a very encouraging feature. The efforts of Government to stimulate this section of the people in a desire for the advantages of the public educational institutions have, it would appear, begun to awaken a response among the leaders of Musalmán society, and it is to be hoped that the interest now aroused will be maintained.

8. The recent inspection of the Aitchison College by Mr. Giles, Director-General of Education, reflects the greatest credit on Mr. Leslie Jones, his staff, and his pupils.

9. The chapter of the report devoted to the subjects of discipline and moral training is interesting. The remarks regarding the development of physical instruction are fairly hopeful, but the observations of the Inspector of Amritsar shew how much the teachers have still to do before the ideas of sportsmanship and generous competition are realised. Similarly on the moral side, although the introduction of boarding houses will no doubt in the course of time bear good results, this step will be attended with great danger unless the teachers realize more fully than, it is feared, they always do at present, their responsibility for the moral welfare of their charges, especially in the almost total absence in school of any religious training. Discipline, His Honour regrets to observe, is not yet up to the mark, and the danger alluded to in paragraph 168 is a real and grave one which can be combated only by increased vigilance and by eliciting the loyal co-operation of the heads of educational institutions.

10. Among other salient features of the quinquennium may be enumerated the reinforcement of the inspecting staff, the creation of chairs for chemistry and biology at Lahore, the establishment of a school for engineering, and the marked increase in the interest taken by local bodies in the cause of education. A notable change has moreover been effected in collegiate education by the passing of the University Act of 1904 and the consequent arrangements for the reorganization of the Punjab University and for the periodical inspection and the affiliation of colleges.

11. The report, as was to be expected, contains much interesting matter, and it embodies a record of very substantial progress, due both to increased allotments of funds and to increased interest and efficiency on the part of the controlling and teaching bodies. The period which it covers is almost identical with Sir Charles Rivaz's tenure of office ; and the great progress made (much of which was rendered possible only by the generous assistance of the Government of India) is due in the main to his wise liberality and sustained interest, seconded by an efficient staff, and—as there is much in the present report to show—by the people of the province themselves.

ORDER.—Ordered that the above remarks be printed and circulated with the report ; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, Home Department, with copies of the report.

By order of His Honour the Lieutenant-Governor,

E. D. MACLAGAN,

Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—26 11-07—4424—476—C. L.

Chapter I.—General Summary.

Quinquennial Report.—The present report is for the most part a record of the state of education in this Province during the quinquennium ending on the 31st March, 1907, and the figures consequently are compared with those of 1901-02.

2. *General progress.*—The period has been one of considerable progress. The number of public institutions has increased by more than a thousand, and of the scholars in attendance by more than fifty thousand; the most prominent feature of the period is the rapid expansion of Primary education made possible by the liberal Government grants. The conversion of the Municipal Board Secondary Schools at the head-quarters of Districts into Government Schools has had a beneficial effect on the development of higher education. The reorganization of the Punjab University has added greatly to the efficiency of the Colleges. Another noteworthy feature of the period is the growth of female education, despite unfavourable social customs. In this connection the establishment of the Normal School for Women at Lahore deserves mention. It will in a measure remove the one great obstacle in the way of the education of girls, *viz.*, want of efficient female teachers. The splitting up of the Province into two Circles for the purpose of ensuring a more thorough inspection of girls' schools and the strengthening of the female inspecting staff has had a very salutary effect. The proposal to establish, in honour of the visit of Their Royal Highnesses the Prince and Princess of Wales, a high class English School to be called the Victoria May Girls' School, has made considerable headway.

The organization of an Athletic Tournament for Normal Schools in addition to the University, Circle and District Tournaments, noticed in previous reports, the provision of a fine gymnasium in connection with the Central Training College, and the erection of swimming baths, the growing number of Teachers' Associations and Schoolboys' Clubs, and the extension of the hostel system, all clearly indicate that the moral and physical development of the pupils has kept pace with the intellectual advance made during the period.

The following is a brief summary of the important events of the quinquennium:—

(1) The revision of the Punjab Education Code and the Code for Europeans.

(2) The holding of an Educational Exhibition.

(3) The framing of rules for the award of grants to Public Libraries.

(4) The strengthening of the inspection staff by the addition of one Inspector, 2 Assistant Inspectors, one Inspectress, 2 Assistant Inspectresses, and 24 Assistant District Inspectors.

(5) The appointment of a Vice-Principal in the Indian Educational Service and of additional Lecturers in Science and Clerical and Commercial subjects in the Central Training College. The reorganization of the staffs of the Normal Schools and the extension of the period of study in all Training Institutions.

(6) The creation of Professorships of Chemistry and Biology in the Government College, Lahore.

(7) The establishment of a Government School of Engineering.

(8) The opening of a class in the Central Training College for preparing students for the newly instituted degree of Bachelor of Teaching; and of Commercial Classes in connection with the College and 12 Government High Schools.

(9) The establishment of St. Bede's College at Simla for the training of female European teachers, the starting of training classes in connection with the Auckland House School for young girls and for young men at Sanáwar, where the general staff of the school has also been completely reorganized.

(10) The erection of a handsome Examination Hall, with Syndicate and Committee Rooms. The reconstruction of Bishop Cotton School, Simla, and of some Government High Schools and Normal Schools, with substantial additions to the class-room accommodation at the Central Training College, and the provision of a well-equipped gymnasium and swimming bath in connection with the same institution.

(11) The transference of preliminary Science teaching from the Medical to the Government College.

(12) The constitution of a Sixth Circle of Inspection.

(13) The reconstitution of the Text-Book Committee and the appointment of the Text-Book Revision Committee.

(14) The prohibition of the use of unauthorised text-books in schools which receive aid from public funds or prepare candidates for public examinations or examinations for the award of scholarships.

(15) The abolition of the Anglo-Vernacular Middle School and Upper Primary Examinations and of individual tests as applied by the Inspecting Officers at the time of the annual inspection; the time of the Inspecting Officers thus set free being given to a closer scrutiny of matters pertaining to discipline and method.

(16) The revision of the grant-in-aid rules, the replacement of the results system by block grant system, and the allowing of the subsistence grant to the new impecunious Indigenous Schools and to managers of good boarding-houses.

(17) The raising of District Inspectors' fixed travelling allowance and the supply of tents to their Assistants.

(18) The discontinuance of the unpopular Zamíndári Schools and the rise of the new rural schools with a simpler course of studies suited specially to the requirements of agriculturists.

(19) Important changes in the curriculum of various schools—

(*a*) the substitution of Experimental Geometry for Mensuration and Euclid in the Secondary departments of Anglo-Vernacular Schools;

(*b*) the introduction of Drawing and Agriculture in Normal Schools and Secondary Schools for general education;

(*c*) the insertion of *desi kasrat* in the course of Physical Training;

(*d*) the recognition of Roman-Urdu and Roman-Panjabi as a Vernacular for all departmental examinations;

(*e*) the inclusion of cricket and football in the subjects of the Senior and Junior Gymnastic Certificate Examinations.

(20) The provision of libraries for District Inspectors.

(21) The transference of the executive charge of Secondary Board Schools to Inspectors and Inspectresses with the power to appoint, dismiss, &c., teachers of those schools.

(22) The increase in the number and rate of scholarships given in European Schools.

(23) The appointment of a Government Auditor for European Schools.

(24) The preparation of the Local Funds Educational Budgets in consultation with the Department.

(25) Raising the pay of trained teachers of Primary Schools.

(26) The increase in the number, rate and period of tenure of stipends in Training Institutions and the abolition of boarding-house fees in Normal Schools.

(27) The sanctioning of the establishment of an Agricultural College at Lyallpur.

3. *Number of Institutions and Pupils.*—It is clear from the table on the opposite page that Public Institutions have gained considerably in number as well as strength during the quinquennium. Private Schools, however, are steadily declining.

4. *Colleges.*—The number of Colleges has gone down by one; but the attendance has much improved.

5. *Secondary Schools.*—There is some slight diminution in the number of Secondary Schools for boys, due to the closure of impecunious or inefficient schools under the operation of recognition rules; but it is satisfactory to see that the attendance has greatly increased. The figures for Girls' Secondary Schools show a fair rise both in institutions and pupils.

6. *Primary Schools.*—The outstanding feature of the quinquennium is a great rise in the number of Primary Schools for boys as well as girls, and in the attendance, chiefly owing to the efforts made in furtherance of the liberal policy of Government aiming at the diffusion of elementary education among the masses.

The number of pupils reading in the Primary departments of Secondary Schools also has risen, and, consequently, the total number in receipt of Primary education comes to a far larger figure than five years ago.

7. *Special Schools.*—Including the Normal Schools and the Evening Continuation Classes, the number of special schools has risen appreciably.

Apart from these, several schools for general education have special sections; and the recent introduction of Kindergarten, Drawing, Practical Geometry

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1906-07.	1901-02	Increase.	Decrease.	1906-07.	1901-02.	Increase.	Decrease.	1906-07.	1901-02.	Increase.	Decrease.
									Rs.	Rs.	Rs.	Rs.
PUBLIC INSTITUTIONS.												
For Males.												
Arts Colleges. English	9	12	...	3	1,508	1,244	264	...	2,34,497	1,70,267	64,230	...
Arts Colleges. Oriental	1	1	...	...	90	87	3	...	21,932	20,602	1,330	...
Professional Colleges. Law College	1	1	...	...	225	159	66	...	11,345	14,073	...	...
Professional Colleges. Medical College	1	1	...	...	243	181	62	...	1,06,222	78,331	27,891	...
Professional Colleges. Teaching College	1	1	...	...	171	76	95	...	61,686	28,196	33,490	...
High Schools	94	97	...	3	30,703	25,425	5,278	...	8,43,234	6,51,091	1,92,143	...
Middle Schools	196	254	...	58	33,541	37,153	..*	3,612	3,78,142	3,94,555	...	...
Total Secondary Schools	290	351	...	61	64,244	62,578	1,666	...	12,21,376	10,45,646	1,75,730	...
Primary Schools	3,151	2,257	894	...	141,559	100,715	40,844	...	6,41,177	4,56,179	1,84,998	...
Total Schools for General Education	3,441	2,608	833	..	205,803	163,293	42,510	...	18,62,553	15,01,825	3,60,728	..
Institutions for Special Instruction	23	16	7	...	2,841	1,921	920	...	2,59,499	1,37,603	1,21,896	...
Total Institutions for General Education and for Special Instruction	3,477	2,640	837	...	210,881	166,961	43,920	...	25,57,734	19,50,897	6,06,837	...
For Females.												
Teaching Colleges	2	...	2	...	29	...	29	...	39,127	...	39,127	...
High Schools	12	11	1	...	1,035	1,120	...	85	1,19,492	85,816	33,676	...
Middle Schools	27	23	4	...	2,136	1,776	360	...	71,031	62,001	9,030	...
Total Secondary Schools	39	34	5	...	3,171	2,896	275	...	1,90,523	1,47,817	42,706	...
Primary Schools	542	326	216	...	19,987	12,282	7,705	...	1,24,958	92,863	32,095	...
Total Schools for General Education	581	360	221	...	23,158	15,178	7,980	...	3,15,481	2,40,680	74,801	...
Schools for Special Instruction	14	3	11	...	827	164	663	...	42,148	12,676	29,472	...
Total Schools for General Education and for Special Instruction	597	363	234	...	24,014	15,342	8,672	...	3,96,756	2,53,356	1,43,400	...
Total Public Institutions for Males and Females	4,074	3,003	1,071		234,895	182,303	52,592	...	29,54,490	22,04,253	7,50,237	...
PRIVATE INSTITUTIONS.												
For Males	3,020	3,301	...	281	53,705	56,249	...	2,544	...	...	...	...
For Females	691	549	142	...	11,637	9,571	2,066	...	...	...	...	...
Total Males and Females	3,711	3,850	...	139	65,342	65,820	...	478	...	...	...	...
Grand Total of Institutions, Public and Private	7,785	6,853	932	...	300,237	248,123	52,114	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,92,141	1,50,016	42,125	...
Other Charges	...	...	...	...	...	...	...	...	20,50,259	8,99,558	11,50,701	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	51,96,890	32,53,827	19,43,063	...

and Agriculture in the prescribed syllabus of instruction has done a great deal towards developing the modern side of instruction in schools of all types.

8. *Private Institutions.*—Private Schools have declined both in their number and attendance, but the fall is confined to Boys' Schools; schools for girls have greatly increased in number as well as strength.

9. *Classification according to creed and management.*—There has been a great increase in the number of Native Christians, Hindús, Muhammadans and "Others," which, as before, are unclassified, while Europeans and Eurasians show a decrease. The increase is largest among Hindús, the Muhammadans coming next.

In respect of management, there has been an increase both in number and attendance in Government, Board and Aided Schools. The Unaided Public and Private Schools have, however, lost in number as well as in attendance, owing in a measure to the stricter application of recognition rules.

10. *Expenditure.*—The total expenditure for the past year was much larger than for 1901-02. The increase is shared both by *direct* expenditure, *i.e.*, expenditure on tuition; and by *indirect* expenditure, that is, on Direction, Inspection, Scholarships, Buildings, &c. The rise in *direct* expenditure was spread over all classes of institutions, and that in *indirect* expenditure was distributed over all the heads. The percentage of the direct expenditure over the total expenditure, however, was smaller, though that of the indirect expenditure has improved, as compared with the figures for 1901-02.

The rise in the total expenditure is shared by all sources except Municipal Funds, which spent less on education owing to the most important of the Municipal Board Secondary Anglo-Vernacular Boys' Schools having been taken over by Government.

11. *Direct expenditure analysed.*—The direct expenditure on University education shows an appreciable increase. The average annual cost of educating a student in an Arts College has risen from Rs. 142-7-0 to Rs. 162-11-4. In Professional Colleges too the average annual cost is higher than before.

In Secondary Schools for boys the direct expenditure has risen by Rs. 1,75,730, due chiefly to the conversion of the Municipal Board Secondary Schools at the head-quarters of Districts into Government Schools. In the case of Girls' Schools also the expenditure has increased by Rs. 42,706 on account of the rise in the number of schools.

The average annual cost of educating a pupil in a Primary as well as in a Secondary School is nearly the same as at the earlier period; but the share borne by public funds in each case has risen.

In Special Schools the direct expenditure was Rs. 1,51,458 more, due to the increase in the number of institutions. In Special Schools for girls there is a rise of Rs. 29,472 for the same reason. Of the total direct expenditure on Special Schools, that on Normal Schools was much smaller than on institutions for Industrial and Professional Training, but in each case greater than what it was five years ago.

The average annual cost of educating a pupil in a Normal School was greater than before and was practically wholly from public funds. In all other Special Schools, too, there was an advance in the cost, of which more than half came from public funds.

12. *Indirect expenditure analysed.*—The expenditure on Scholarships was considerably larger than in 1901-02, and the increase is not confined to scholarships tenable in any particular class of institutions. The indirect expenditure on "Other Charges" shows a still larger advance.

13. *Expenditure from Imperial Revenues.*—The expenditure from Imperial Revenues rose by nearly 31 per cent., and the rise is shared by both direct and indirect expenditure.

14. *Expenditure from Provincial Revenues.*—The expenditure from Provincial Revenues has more than doubled, and the enhancement is distributed over direct as well as indirect expenditure.

15. *Expenditure from Loal Funds.*—The expenditure from District Funds increased from Rs. 5,50,312 toRs. 9,57,858. The rise took place both in the direct and indirect expenditure The Municipal Funds spent Rs. 35,916 less than five years ago. The decrease is, however, confined to direct expenditure, and is observable in Arts and Oriental Colleges, and in Secondary Schools, but chiefly in Secondary Boys' Schools, due to the transfer of the Secondary Schools at head-quarters of Districts to the control of Government. The indirect expenditure however, shows improvement.

16. *Expenditure from "Other Sources."*—The direct and the indirect expenditure from this source was very much larger than before.

17. *Fees.*—The income from tuition and other fees shows a very fair rise, *viz.*, from Rs. 7,24,639 to Rs. 8,35,885. The increase in the former was in all kinds of schools, there being, however, some diminution in the case of the Oriental College. The other fees include some boarding fees.

18. *Budget.*—In order to carry out the wishes of the Government of India, expressed in clause 4 of their letter No. 4545, dated the 25th June, 1906, as to the reconcilement of the figures of actual expenditure given in the tables with those supplied by the Accountant-General, an attempt was made to obtain the necessary information. But the information supplied turns out to be insufficient. It is, however, hoped that the orders of Government in this behalf will be complied with next year. The figures of the budget allotment and those of the actual expenditure as obtained from the Accountant-General's office are given below :—

Head.	Budget allotment.	Actual expenditure.
	Rs.	Rs.
University	89,400	89,380
Direction	76,700	79,594
Inspection	2,39,600	2,35,170
Government Colleges, General...	1,27,800	1,34,127
Government Schools, General...	4,46,300	4,51,999
Government Schools, Special	3,11,400	2,38,237
Grants-in-aid	3,76,700	4,78,208
Scholarships	60,000	66,497
Miscellaneous	22,100	23,486
Total	17,50,000	17,96,698

19. *Management of Schools by District Boards.*—Speaking generally, the District Boards all over the Province have discharged their educational obligations fairly well. The provincial grants for the extension of elementary education have been utilised in opening a large number of Primary Schools, in raising the pay of the teachers, and in improving the staffs, equipment, and the class-room accommodation of these schools. Lála Sundar Dás, Súri, the Multán Inspector, says—"On the whole the District Boards look after their schools properly. Salaries of teachers have been raised, Assistants provided, and school-houses to some extent improved." A great deal, however, remains to be done as regards the improvement of Secondary Schools, and Mr. Godley's remarks on the management of the schools of this grade in the Amritsar Circle hold good for almost the whole Province. Mr. Godley reports—"The provision of class-room accommodation, of books and furniture, and of adequate boarding quarters under proper superintendence is deferred from year to year in spite of the increasing number of scholars." A noteworthy feature of the quinquennium is the increased interest shown by District Officers in education, especially Primary education, and the success of the measures adopted is greatly due to their helpful co-operation.

At the close of the quinquennium there were 2,525 schools under the management of District Boards, or 830 more than in 1901-02. The sum that should have been set aside for Primary education amounted to Rs. 7,71,684 against Rs. 5,10,052 at the earlier period. The provision made in the budget was Rs. 6,42,779, or Rs. 1,28,905 less than the demandable minimum, but Rs. 2,78,666 more than in 1901-02. It may be noted that, with the exception of Amritsar, Muzaffargarh, Dera Gházi Khán, Gurdáspur and Montgomery, the provision made by every District in the Punjab for all schools, whether Primary or Secondary, fell short of the prescribed minimum. It is, however, encouraging that the gross expenditure exceeded the budget provision for Primary Schools in a larger number of Districts than was the case in 1901-02.

In compliance with the wishes of Government as contained in the review on the last year's report, the Inspectors take greater care that the budgetted funds are fully utilised and not allowed to lapse. Mr. Wright, the Delhi Inspector, reports—"In January last Deputy Commissioners were specially asked to spend the unspent balances in District and Municipal Board Funds on furniture and apparatus according to detailed suggestions supplied to them, and in nearly every case this was done to the great gain of the schools."

20. *Management of Schools by Municipal Committees.*—At the close of the quinquennium there were 277 schools under Municipal Committees against 300 in 1901-02. The general management of the Municipal Committees has been fairly satisfactory; but it is somewhat disappointing to note that the 1st class Municipalities, such as Lahore, Amritsar and Delhi, in spite of their having been relieved of the charge of Boys' Secondary Schools, have done so little to improve the condition of the Branch and Industrial Schools still left under their care. The Jullundur Inspector remarks—"I have adverted in the Chapter on Primary education to the miserable condition of Branch School buildings in the larger Municipal towns. The staff of Branch Schools is not at all able to meet the present demands of Primary education. The neglect of school libraries and the insufficiency and inefficiency of the staff of Anglo-Vernacular Middle Schools, due to the low salaries available, continue to be chronic complaints." The minor Municipalities, on the other hand, have in some cases spent even more than the demandable minimum. Their resources are limited, and though they sometimes receive help from District Boards, they cannot carry out the desired improvements for lack of funds. Mr. Godley remarks—"On this point all of them (the minor Municipal Committees) are hampered by want of funds, and they are unable to supply the additional rooms, teachers and furniture rendered necessary by the increasing number of scholars. The transfer of these institutions from the management of Municipalities to that of the District Board is greatly to be desired on every account, and the measure is about to be carried out in the Gurdáspur District." Mr. Crosse, the Lahore Inspector, sums up the situation with the following comments:—"The management of Municipal Board Secondary Schools now rests with the Department, but the Committees, though having nothing to do with them, except as pay masters, do make themselves felt in some cases by curtailing their expenditure on these institutions, thereby making it difficult for the Inspectors to secure the services of duly qualified teachers, and by declining to sanction contingent expenses even within the budgetted amount. This leads one to think that the arrangement made by the Police and Medical Departments, where Municipal Committees pay their annual *quota* to them without having any control on the expenditure, is by far the best, and may have to be adopted by the Educational Department also."

The gross expenditure on education from Municipal Funds fell short of the budget provision by Rs. 7,154 and the latter of the demandable minimum by Rs. 2,40,957. The net expenditure was Rs. 2,56,121 out of a net income of Rs. 4,98,236, leaving a deficit of Rs. 2,42,115 against Rs. 2,05,339 in the earlier period.

21. *Private enterprise in education.*—The opening of Indigenous and other schools of a denominational character, the giving of buildings, free of rent, by the people, for the location of new Primary Schools, and of sites, free of charge, for the erection of new school-houses, the collection of large subscriptions for the conversion of Vernacular Middle Schools into Anglo-Vernacular ones, or for the raising of the status of the Anglo-Vernacular Schools, the founding of medals, the increased attention on the part of the Public Associations and religious bodies to female and technical education, the frequent applications on behalf of the people for the opening of Primary Schools, and the presence of large crowds of eager spectators at the time of the annual inspection of schools are undeniable proofs of the interest evinced by the public in the cause of education. Funds, amounting to Rs. 12,000, have been collected by public subscriptions for the project of raising the Middle School at Chúnián to a High School. The Muzári Chief, Nawáb Sardár Bahrám Khán of Rujhán West, has given a plot of land, free of charge, for the extension of the school compound. The Jullundur Inspector remarks—"The Anglo-Vernacular Middle School, Moga, maintained by the District Board, has been raised to the status of a High School by liberal subscriptions raised by the people; the Vernacular Middle School, Zíra, has become an Anglo-Vernacular School through the liberality of the late Lála Jíwan Mal, who gave Rs. 10,000 in cash and 200 ghumaos of arable land for this purpose; and in the case of Girls' Schools the maintenance of the Kanya Mahavidyála at Jullundur, the Dev Samáj Anglo-Vernacular Middle School at Ferozepore, and of Putri Páthsháles at Jullundur Cantonment, Ludhiána, Hoshiárpur and Hariána are instances of private enterprise worthy of mention. . . . . The building of a boarding-house in connection with the Anglo-Sanskrit High School at Hoshiárpur has recently been taken in hand, and at Zíra a fine building has just been completed at a cost of Rs. 18,000 for the new Anglo-Vernacular Middle School. Sixteen buildings in the Ferozepore and 12 in the Hoshiárpur District have been built by gentlemen at their own cost, some of them in the former District so good as to put public buildings to shame." The reports of the other Inspectors are also full of similar references to the warm practical interest shown by the people themselves in education.

Chapter II.—Controlling Agencies.

22. *Director.*—I continued to hold charge of the Office of Director of Public Instruction throughout the year. Dr. Stein, the Inspector-General of Education, North-West Frontier Province and Balúchistán, having been on leave during the year, the Education Department of these Provinces was also under my general control. As Inspector of Chiefs' Colleges, I visited Rájkot and Ajmer. I also visited, in addition to the Reformatory, a number of High Schools, both for Europeans and Indians. Other demands upon my time were occasioned by my work as President of the Text-Book Committee, Fellow and Syndic of the Punjab University, and President of the University Committee for the affiliation of Colleges in the Punjab and Native States. My stay at Simla was largely occupied with the revision of the Education Codes of the Punjab and of Balúchistán. For the preparation of the latter I have received the thanks of the Agency; the former is still under the consideration of the Local Government.

23. *Inspectors.*—Mr. M. Crosse, of the Lahore Circle, and Mr. J. C. Godley, of the Amritsar Circle, remained on duty throughout the year. Rái Bahádur Lála Umráo Singh, on his transfer to Jullundur, made over charge of the Delhi Circle to Lála Kundan Lál, his Senior Assistant, on the 1st October, and the latter was relieved by Mr. W. T. Wright, Principal, Central Training College, Lahore, on the 3rd idem. In the Jullundur Circle, Rái Bahádur Lála Nand Kishor, who remained on 42 days' privilege leave with effect from the 7th May retired from the service on the 21st September, making over charge to his Assistant, Lála Sant Rám, who had been put in charge of the office in addition to his own duties during the Inspector's leave. Rái Bahádur Lála Umráo Singh joined the Circle, relieving Lála Sant Rám, on the 2nd October, and proceeded on privilege leave for three months on the 25th February, when Mr. J. G. Gilbertson, Registrar, Education Department, officiated for him. In the Ráwálpindi Circle, Khwája Sajjád Hussain, Officiating Inspector, having been transferred to Pesháwar on the 1st December, made over charge of the current duties of the office to his Senior Assistant, M. Niyáz 'Ali, who was relieved on the 17th idem by M. 'Umr-ud-dín from Pesháwar. In the Multán Circle, Lála Sheo Lál was on privilege leave from the 4th to the 24th July, when he was recalled from leave and placed on special duty from the 3rd August, 1906, to the 31st January, 1907, in connection with the revision of the Punjab Education Code; after this he once more obtained privilege leave from which, again, he was recalled on the 25th February and placed on special duty for six months to supervise my office (for half of this period) in the absence of the Registrar, and to help in compiling (with reference to the Government of India letter No. 454 S., dated the 25th June, 1906) this Quinquennial Report. Meanwhile, he also revised the Appendices to the Punjab Education Code. Bhái Hari Singh, Senior Assistant Inspector, remained in charge of the current duties of the Inspector's office from the 4th July to the 28th September, when he was relieved by Lála Sundar Dás, Súri, M.A., Head Master, Government High School, Amritsar.

24. *Assistant Inspectors.*—In the Delhi Circle, Lála Kundan Lál, Senior Assistant, obtained three months' privilege leave when Munshi Maqbúl Sháh, District Inspector, Ferozepore, officiated. The Second Assistant, M. Nazar Muhammad, on transfer to Amritsar, was relieved by Pandit Telu Rám, Officiating Assistant Inspector, Ráwalpindi, on the 9th April, 1906; the latter was subsequently confirmed with effect from the 17th December, 1905. In the Jullundur Circle, Lála Sant Rám worked throughout the year, and so did the other Assistant, Pandit Hari Charan Dás Datta, except for eight days when he was on privilege leave. In the Amritsar Circle, Lála Jugal Kishor remained the Senior Assistant and Munshi Nazar Muhammad, who joined the Circle on the 12th April, the Junior, except for 23 days spent on privilege leave. In the Lahore Circle, Khalífa Imád-ud-dín remained on duty throughout the year, while Lála Girdhári Lál joined the Circle on transfer from Multán about the end of August to take up a new post, for which a European Assistant had originally been asked for and approved. In the Ráwalpindi Circle, Lála Súraj Naráyan's services having been lent to the Punjab Text-Book Committee, B. Suhel Singh, Head Master, Government High School, Montgomery, acted for him from the 9th April. Munshi Niyáz 'Ali, who relieved Pandit Telu Rám on the latter's transfer to Delhi on the 4th April, remained the

second Assistant. In the Multán Circle, Bhái Hari Singh worked throughout the whole year. But Munshi Muhammad Ashraf was relieved on the 4th April by Lála Girdhári Lál, District Inspector, Amritsar, who, on transfer to Lahore on the 18th August, was succeeded by Munshi Ahmad Dín, District Inspector, Jullundur.

25. *Work done by Inspecting Officers.*—The Delhi Inspector visited 166 schools in 182 days, including 36 days given to the inspection of schools at his head-quarters. These visits include certain schools in Native States, but the number of schools inspected does not include those visited in company with the Director-General of Education in Delhi and Lahore. Mr. Orange spent 14 days altogether in this work and inspected in Delhi 2 colleges and 5 schools, and in Lahore 2 colleges and 3 schools. This was in November, 1906. The Jullundur Inspector saw 90 schools, including 7 Secondary in 2 Native States, in 207 days, which include 5 days spent in the Circle Tournament held at Ferozepore. The Amritsar Inspector inspected 70 Secondary Schools, and paid cursory visits to a number of Primary and Indigenous Schools during the year; he spent 208 days on tour. The Lahore Inspector inspected 63 schools for Europeans in the Punjab and 43 for Indians in 271 days. Besides, he held the practical examination at St. Bede's Training College and presided at a European School Teachers' Conference in Simla. The Ráwalpindi Inspector spent 185 days in inspecting 88 schools, and conducted the High School Scholarship Examination in 4 Districts. The Multán Inspector was on tour for 115 days and devoted 135 days to the inspection of 95 schools, including the Baháwalpur State High and Mission Middle Schools, but excluding the 14 days spent at his head-quarters in connection with the Annual Circle Tournament and the Merk Athletic Challenge Cup Tournament.

In the Delhi Circle, one Assistant Inspector visited 277 schools, including some in certain Native States, in 213 days, and the other 268 in 234 days. In the Jullundur Circle, one Assistant made 327 visits in 232 days, and the other 356 in 237 days. In the Amritsar (new) Circle, one Assistant was on tour for 283 days and inspected 298 schools, and the other for 257 days and examined 338 schools. In the Lahore Circle, which now has again two Assistants, one Assistant inspected 157 schools, including one in a Native State, in 202 days, and the other 129, including 3 in the 3 Native States, in 133 days. In the Ráwalpindi Circle, one Assistant saw 256 schools in 236 days, and the other 326 in 261 days. In the Multán Circle, which also has now two Assistants, one Assistant examined 191 schools in 167 days and was away from head-quarters for 170 days and assisted the Inspector in the tournaments for 12 days, and the other was on tour for 251 days and saw 226 schools in 202 days.

Five District Inspectors and two Assistant District Inspectors in the Delhi Circle were called out to assist in the annual inspection and spent 142 days in other Districts to inspect 139 schools independently. In the Jullundur Circle no District Inspector was thus deputed during the official year. But 26 schools had to be examined by centres. In this connection a Circular (No. 511, dated the 16th March 1907) has been issued to all Inspectors inviting their attention to the orders laid down in paragraph 43 of "Indian Educational Policy." In the Amritsar Circle, two District Inspectors inspected altogether 73 schools in the Siálkot District. In the Ráwalpindi Circle, five District Inspectors were deputed in their respective neighbouring Districts and examined 326 schools in 163 days, and, in spite of all possible exertions on the part of the Inspecting Officers, 159 schools had to be examined at convenient centres. The Code rules and departmental instructions regarding the inspection and visitation of schools had been carefully observed by all Inspectors as far as possible. All the Inspectors speak well of their Assistants. Both the Inspectors and the Assistant Inspectors generally met a large number of Judicial Officers, School Managers, &c. But the Ráwalpindi Inspector's report is silent on this point, and the Delhi and Lahore Assistant Inspectors had evidently not waited upon the Commissioners, and the Junior Assistant in the latter Circle did not see even one Deputy Commissioner. Two Primary Schools in the Hoshiárpur District were not inspected, as they were closed on account of plague.

District Inspectors.—The work of the District Inspectors was generally satisfactory. Lála Shiv Saran Dás, B.A., of Ambála, Pandit Hem Ráj, Hoshiárpur,

and Lálas Kanhaiya Lál, Siálkot, Sohan Lál, Gurdáspur, Devi Ditta Mal, Montgomery, and Khazán Chand, B.A., Lyallpur, deserve particular mention for their specially good work.

Assistant District Inspectors.—Assistant District Inspectors were provided during the quinquennium for all Districts except Montgomery, Muzaffargarh and the new Districts of Lyallpur and Attock, but in these also the need has begun to be felt. There is no District Inspector in the Simla District, an Assistant District Inspector being in charge of the office. Their work was generally favourably reported on. The names of Lálas Bhagwati Sahái, B.A., Karnál, Rám Chand, Amritsar, and Shaikh Sadr-ud-dín, Simla, deserve special mention. Both the District Inspectors and Assistant District Inspectors gave model lessons, attended Teachers' meetings, interviewed a number of Civil Officers and others interested in education, and generally discharged the duties both of an Inspecting Officer and a peripatetic instructor. "The inspection," says the Multán Inspector, "is now more constructive in character." * * * "There is enough evidence to show that this change in the attitude of the Inspecting Officer from an unfriendly critic to a sympathetic adviser and helper has had a beneficial effect on the teaching in schools." Regarding his own Circle, however, the Ráwalpindi Inspector writes—"The District Inspecting Officers have to see specially how far the books, other than the text-books supplied to the Board Schools, have been studied by the teachers concerned. I am sorry to see that in several schools these books had not been even opened by the teachers, who seem to have little taste for private study." The services of the Girdáwar of Bedi Khem Singh's Girls' Schools in the Ráwalpindi and Jhelum Districts were dispensed with in January, 1906, and the inspection of these schools has been entrusted to the District Inspectors and their Assistants, as already stated in last year's report. The question of the appointment of District Inspectresses in selected Districts is under the consideration of the Department.

Female Inspection.—Miss I. A. Sime held the appointment of Inspectress of Schools, Eastern Circle, during the whole of the past year, and visited 6 Secondary, 129 Primary and 16 Indigenous—in all 151—Schools, *i.e.*, all the Board and Aided Schools she could reach in 12 Districts, with the exception of the Páthshála at Hoshiárpur, which was closed on account of plague at the time of the annual inspection. She remained 134 days on tour. Her Assistant, Miss Payne, who resigned her appointment on the 1st January, 1907, saw 46 Primary (including one Indigenous) Schools. Miss M. E. Morris, her successor, examined 29 Primary and 4 Indigenous Schools—in all 33—in 26 days. In the Western Circle, Miss Francis, the Inspectress, who held charge throughout the year, inspected in 131 days 112 schools—14 Secondary and 98 Primary. Miss L. M. Stratford acted as her Assistant, except for 1½ months during the winter inspection season. From 25th October, 1906, to 7th November, 1906, and from 3rd February, 1907, to 21st February, 1907, she was on deputation to inspect the schools of the North-West Frontier Province, and from 11th October to 18th October, 1906, she was on special duty in the Eastern Circle. During these periods Miss Francis had no assistance. Miss Stratford inspected 43 Primary Schools in 65 days. At the time of the last Quinquennial Report, the Punjab was, for the purposes of the inspection of girls' schools, a single Circle under one Inspectress. Since that date the North-West Frontier Province has been separated from the Punjab, and the Punjab itself has been divided into two separate Circles, the Eastern and the Western, each under an Inspectress, and an Assistant has been provided for each Inspectress. The Western Circle includes sixteen Districts. The 155 schools inspected by Miss Francis and her Assistant included all Municipal Board Schools, all Aided Schools within Municipal limits, and a considerable number of District Board Schools situated in towns on or near the railway. There are in all 350 girls' schools under Government inspection in the Western Circle; the remainder, which have not yet been inspected by Miss Francis or her Assistant, are all District Board or Indigenous Schools situated at a distance from the railway. Several circumstances, such as plague at Ráwalpindi, the Muharram and Easter holidays, and the superintendence, for ten days, of the European Schools' examinations, interfered with the work of inspection in the past year.

26. *Other Controlling Agencies.*—The Deputy Commissioners have continued to take great interest in education, and the hearty thanks of the Department are due to them. The Inspectors specially mention the names of Mr. R.

Humphreys, Deputy Commissioner, Delhi; Major R. M. Lowis, Ambála; Captain A. C. Elliot, Hissar; Díwán Tek Chand, Ludhiána; Mr. Agnew, Ráwalpindi; Mr. Bosworth-Smith, Attock; Díwán Narendar Náth, Gujrát; Captain O'Brien, Miánwáli; Mr. H. A. Sams, Jhang; and Mr. A. Langley, Multán. Thanks are also due to Mr. Townsend, Hissar, and Captain J. C. C. Angelo, Gurgáon. "Following the example of Deputy Commissioners," says the Multán Inspector, "other Civil Officers too have shown some interest in the welfare of schools and their pupils." The beneficial effects of the Financial Commissioner's revised instructions to Tahsíl authorities to report their school visits with their ordinary quarterly statements had already been noticed in the last annual report. But the Delhi Inspector still complains that the girls' and indigenous schools in the Circle do not as yet receive a sufficient number of visits from these officers, and the Náib Tahsíldárs do not, as a rule, realise fully their educational duties. The Amritsar Inspector writes that the Tahsíldárs in the Amritsar District were not sufficiently active; also that the visits of Tahsíldárs are virtually confined to the Board Schools. The Lahore Inspector speaks adversely of the Tahsíldárs and their Náibs in the Simla District; the Multán Inspector says—"Toba Tek Singh (Lyallpur District) and Jámpur (Dera Gházi Khán District) are the two most backward Tahsíls with 9/22 and 6/15 visits only"; while the Jullundur Circle report is altogether silent on this point. The following officers are mentioned for their interest in education:—(1) Lála Ganesh Sahái, Tahsíldár, Thánesar; (2) Díwán Dúlo Rám, Tahsíldár, Ballabgarh; (3) Munshi Kázim Hussain, Tahsíldár, Gurgáon; (4) Pandit Káka Rám, of Shakargarh; (5) Munshi Ján Muhammad, of Hamírpur (Kángra); (6) Munshi Altáf Hussain, of Daska; (7) Lála Des Ráj, of Pasrúr; (8) Báwa Bhág Singh, of Qasúr, and his Náib, Munshi Fazl Haqq; and (9) Chaudhri Pokhar Dás, Náib Tahsíldár, Luddan Sub-Tahsíl (Multán District). The Tahsíl authorities of the Gurgáon, Karnál and Ambála Districts are also named in particular for their activity.

27. *Cost of Direction and Inspection.*—The expenditure on Direction and Inspection for the last financial year was considerably larger than five years ago. The increase is shared by District and Municipal Funds as well as by Provincial Revenues, which, of course, continue to contribute the largest portion. The increase is chiefly due to the following causes:—Appointment of the Registrar of my office; increments to the salaries of the clerical establishments attached to the offices of the Director and Inspectors; reprinting and revision of the Punjab Education Code; appointment of Assistant District Inspectors; opening of a Sixth Circle; appointment of additional Assistant Inspectors, of a second Inspectress and two Assistants to the Inspectresses; increased menial establishment sanctioned for the offices of Inspectors of Schools; supply of tents to District Inspectors; increased expenditure in connection with other contingencies and travelling allowances; and the raising of the lowest grade of Assistant Inspectors from Rs. 150 to Rs. 200.

Chapter III.—Collegiate Education.

28. *University Convocation.*—The twenty-sixth Convocation of the Punjab University was held in the new University Hall on Friday, the 21st December last, when 163 graduates were admitted to various degrees as compared with 172 in 1901-02—1 to D. Lit., 1 to M. O. L., 15 to M. A., 120 to B. A., 8 to B. T., 1 to M. B., 3 to B. Sc., and 14 to LL. B. The Chancellor presided and delivered the Convocation Address. The honorary degree of Doctor of Literature was conferred upon His Honour Sir Charles Rivaz in recognition of his eminent position and attainments and his services to the University and to education.

29. *The University.*—The period under review has been one of so much activity and change that I make no apology for quoting largely from a special report submitted to me by Mr. Woolner on the working of the University.

"*General.*—For the first half of this quinquennium the University has no important change to record. While the Universities Commission completed its labours, and the Bill which was passed as the Indian Universities Act of 1904 was still under discussion, all important changes under consideration were deferred until the Act came into force in October

1904. The second half of the quinquennium has been mainly occupied by the work of carrying out the provisions of that Act. This work falls under three main heads:—

"A.—The reconstitution of the Senate, Faculties, Syndicate, and Subordinat Boards or Committees;

"B.—The affiliation of Colleges;

"C.—The revision of all the Regulations especially as regards examinations.

"A. *Reconstitution of Senate and Subordinate Bodies.*—For working purposes the Senate was strengthened by the infusion of new material; the reduction of the number of *ex-officio* Fellows and the exclusion of 37* other Fellows did not make a great deal of practical difference, as most of these had taken no part in University affairs for several years.

"*Faculties.*—The new Senate upon its incorporation constituted Provisional Faculties consisting of Fellows. . . . The Engineering Faculty was abolished, Engineering being regarded as a branch of Science. . . The Faculties have not availed themselves largely of the privilege of adding to their number graduates in the Faculties and specialists. A small number of members has been added to the Arts and Science Faculties, chiefly in order to obtain the services of specialists for the Boards of Studies, but also to give Professors of affiliated Colleges, who do not happen to be Fellows, an opportunity of discussing such matters as the framing of courses of reading. . . .

"*Syndicate.*—The Syndicate as at present constituted is smaller by four than it used to be; the average attendance at meetings, however, has not decreased. The work of the Syndicate has considerably increased chiefly in connection with affiliated Colleges.

"*Boards of Studies.*—These are practically new creations. Formerly the Syndics in each Faculty constituted a Board of Studies for that Faculty. Of the many duties assigned to these Boards by the old Regulations, the only two actually performed in recent years were—(1) the examination of the percentage of passes in examinations with the power to order re-examination of papers before the publication of results; and (2) to determine objections raised to questions set. The first of these functions is now the only one left to the Syndics in each Faculty; even this, owing to the small number of Syndics in each Faculty, is liable to be performed in a somewhat perfunctory fashion. The second duty, together with those of suggesting Examiners to the Syndicate, recommending courses of study and reading, and acting generally as consultative bodies to the Faculties, has been transferred to the new Boards of Studies. There are 18 of these representing different subjects or groups of subjects. . . . . The new system requires more time, but insures the giving of more individual attention to each subject; moreover in dealing with each subject the Faculty has the opinion of a small body of experts in that subject.

"The *Oriental College Committee* has been abolished, the management being undertaken directly by the Syndicate.

"The *Law College Committee* has also been abolished, the management being now vested in the Law Faculty.

"The *Board of Accounts* remains as before. On the whole these changes have tended to make the constitutional machinery of the University work more smoothly and rapidly. The working of the Boards of Studies occasionally causes delay, but this is likely to be avoided as the new Boards settle down to their work, and the system should tend to efficiency in a matter that has so long needed reform.

"B. *Affiliation of Colleges.*—At the time of the passing of the Indian Universities Act no system of affiliation existed. Proposals had been formulated for a system of affiliation similar to those in other Indian Universities, but the discussion of details led to so much opposition that the scheme was shelved. The passing of the Act settled the question, and all the Colleges previously recognised applied for affiliation, as did also a new institution in Kashmír and subsequently three institutions in Simla. Committees of inspection, on which the Director of Public Instruction and the Registrar of the University served, were appointed to report on the condition of these institutions. As a result of the inspection, it was found 'impossible to adopt any standard of efficiency that could be regarded as at all permanent without excluding the great majority of the institutions inspected. This would have caused a serious set back to College education and seemed opposed to the spirit of Section 20 of the Act. It was felt that existing institutions should be given an opportunity to make themselves efficient. A proposal to grant affiliation for two years having been found to be open to legal objections, affiliation was granted in every case, but each institution was called upon by the Syndicate to effect certain improvements within a period of two years.'

"C. *Revision of Regulations.*—A revised body of regulations was submitted to Government within a year of the coming into operation of the Act. Certain questions having been referred to the Senate for reconsideration an extension of this time by six months was allowed, but the regulations as revised were finally sanctioned before the expiry of this period. The following are the more important changes:—

"Two new degrees—Bachelor of Teaching and Master of Science—have been instituted. Candidates qualify for the degree of Bachelor of Teaching by passing an examination, practical as well as theoretical, after a two years' post graduate course of study at the Central Training College. This degree, which is intended to attract men of good calibre to the teaching profession, was already awaiting sanction at the time of the passing of the

Act, and has been awarded at the last two Convocations. The Master of Science Degree is the old Master of Arts in a Science subject under a new name. It represents another step in the gradual creation of a highly specialised Science side of instruction. Two diplomas—Licentiate-in-Laws and Licentiate-in-Medicine and Surgery—are being replaced by the Degree of Bachelor of Laws and Bachelor of Medicine and Surgery, respectively. The Oriental Examinations in Law and Medicine long in abeyance have been removed from the regulations. In the ordinary Arts Examinations a few changes have been made, but nothing of a fundamental nature has been altered. Honours Papers have been instituted in the B.A. and B. Sc. Examinations, but no special lectures are required. Scholarships will be awarded on the result of the Honours and pass papers taken together.

"*Private Candidates.*—The admission of private candidates under Section 19 of the Act has been limited by regulation to certain classes. . . . . The Syndicate, however, proposes to be less liberal in future of admission under this clause. . . .

"*Inter-Collegiate Rules.*—Inter-Collegiate Rules affecting latest date of admission to classes and transfer from one College to another had been adopted in the first instance by a number of recognised Colleges by mutual consent. These rules were then taken over by the Syndicate which made them a condition of recognition. On the institution of affiliation the same rules slightly modified were made binding on every affiliated College. Throughout the quinquennium the practice of wandering from College to College and joining classes at any time of the year has become increasingly difficult. Every University student is now registered and his whole University career is recorded against his name including dates of joining classes and success or failure in examinations. The registered number is now being used instead of names in lists of candidates supplied to Examiners."

Material progress.—The new University Hall, as already reported, has been completed at a cost of Rs. 1,54,000, and is now used for Convocation and Examinations. The University Library is being practically refounded on a new scale, thanks to a special grant from the Government of India. The scheme for building the Oriental and Law Colleges with boarding-houses is still in abeyance, partly owing to difficulties as to site and partly to lack of funds. As to finance, the first four years of the quinquennium show a serious decline in prosperity. "In spite of a special grant of Rs. 24,000 from the Government of India to meet the deficit of one year, and the subsequent grant of Rs. 10,000 per annum to meet the cost of inspection, travelling expenses and general administration, the University did not always make both ends meet."

30. *Arts Colleges.*—There are 9 Arts (English) Colleges and one Oriental College as compared with 12 and one in 1901-02.

31. *Number of Students in Arts Colleges.*—There are now 1,508 students attending Arts Colleges as compared with 1,244 in 1901-02. These are distributed as follows:—In the First Year Class 467, in the Second Year Class 545, in the Third Year Class 210, in the Fourth Year Class 232, and in the M. A. Classes 54.

32. *Examinations.*—The number of candidates appearing in the several examinations was 1,023 with 409 passes as compared with 689 candidates and 398 passes in 1901-02. In the Arts Faculty the percentage of passes in the Intermediate, B.A. and M.A. Examinations was 49, 42·12 and 42·5, respectively, and in the Science Faculty in the Intermediate and B. Sc. Examinations it was 42 and 25, respectively.

33. *Expenditure* has risen during the quinquennium by Rs. 86,162 to Rs. 2,56,429. To the total expenditure Provincial Revenues contributed Rs. 93,473, District and Municipal Funds contributed Rs. 2,091, Fees contributed Rs. 82,725, Subscriptions contributed Rs. 18,054, and Endowments and Other Sources contributed Rs. 60,086.

34. *Scholarships.*—Expenditure under this head rose from Rs. 21,868 to Rs. 27,982—Public Funds contributed Rs. 12,282, University Funds Rs. 7,687, and Other Sources Rs. 8,013. The number of scholarship-holders has increased from 178 to 198.

35. *Government College.*—There were 250 students on the rolls at the end of the year as compared with 194 in 1901-02. The roll number has since increased to 355, the maximum number for which accommodation is available. The expenditure has increased by Rs. 29,879 to Rs. 86,969 chiefly owing to additions to the staff. The fee income has increased by Rs. 4,280 to Rs. 21,495. The number of scholarship-holders is 37 as against 32, and the expenditure is Rs. 6,595 as against Rs. 6,179. In the Intermediate Examination 37 passed out of 75 as against 32 out of 58; in the B. A. Examination 13 passed out of 47 as against

19 out of 41; and in the M. A. Examination 11 passed out of 26 as against 9 out of 15. During the quinquennium the Preliminary Science teaching in Physics, Chemistry, Botany and Zoology was transferred from the Medical College. The College play-ground and buildings have been greatly improved and enlarged. Arrangements have been made for providing a residence for certain of the European Professors with a view to closer supervision of students out of class hours. A Prize Endowment Fund has been established. The staff has been strengthened by the addition of Professors of Chemistry and Biology and Assistant Professors of Biology, Philosophy and Physics.

36. *St. Stephen's College, Delhi.*—The number of students on the rolls on 31st March, 1907, was 107 as compared with 65 in 1901-02. These are distributed as follows :—In the First Year Class 31, in the Second Year Class 40, in the Third Year Class 15, in the Fourth Year Class 20, and in the M. A. Class 1. Expenditure has risen from Rs. 18,117 to Rs. 22,846, the increase being met from Provincial Revenues, Fees and Endowments and Other Sources. The number of scholarships has risen from 15 to 19, but the expenditure has fallen from Rs. 2,406 to Rs. 1,426, the fall being distributed over District and University Funds and Other Sources. The number of candidates sent up for the several examinations has increased from 37 to 61. In the Intermediate Examination 20 passed out of 40 and in the B. A. 8 passed out of 20. One candidate was sent up for the M. A. Examination in English, but failed to pass. During the quinquennium the boarding-house accommodation has been greatly increased, and additional buildings are being undertaken in anticipation of increased demands for accommodation. The development of the intellectual faculties has been greatly promoted by the institution of extra-mural lectures and societies of various kinds.

37. *Forman Christian College, Lahore.*—The number of students has risen from 336 to 387. The increase is spread over all classes, but is found chiefly in the Third Year and M. A. Classes, and is made up largely of Muhammadans and Sikhs. The expenditure has increased from Rs. 34,864 to Rs. 38,506, and is altogether due to increased fee income. There are 47 scholarship-holders as against 41, and an increase of expenditure from Rs. 5,744 to Rs. 6,994. On the Arts side there were 199 candidates for the various examinations as against 188 in 1901-02. In the Intermediate Examination 62 passed out of 117; in the B. A. Examination 26 passed out of 72, one of whom was the only candidate who passed in the First Division; in the M. A. Examination, 5 passed out of 10 in English, and 1 out of 3 in Mathematics. This College took the first place in M. A. Mathematics with record marks, five firsts in the B. A. and four firsts in the Intermediate. On the Science side 22 candidates appeared for the Intermediate and B. Sc. Examinations as against 12 in 1901-02; 10 passed out of 18 in the Intermediate and 3 out of 4 in the B. Sc., one man taking the first place in the Province. During the quinquennium the College buildings have been largely remodelled and several large additions made to the boarding-house accommodation. The Physical Laboratory has been enlarged and a new Chemical Laboratory built and equipped. Inter-collegiate lectures have also been established with the Government College.

38. *Dayanand Anglo-Vedic College, Lahore.*—The number of students on the rolls was 457 as against 347 in 1901-02, showing 179 in the First Year Class, 166 in the Second Year, 61 in the Third Year, 48 in the Fourth Year, and 3 in the M. A. Class. Expenditure shows an increase from Rs. 16,825 to Rs. 18,103. This College is not in receipt of revenue from Public Funds, and the increase in expenditure is due to increase in fees and endowments. The number of scholarship-holders has risen from 33 to 42, and the expenditure from Rs. 3,915 to Rs. 5,370. For the various examinations 212 candidates appeared as against 203 in 1901-02; of these 91 passed out of 162 in the Intermediate Examination and 17 out of 46 in the B. A.

39. *Islámia College, Lahore.*—The number of students on the rolls was 89 as against 70 in 1901-02, showing 16 in the First Year Class, 47 in the Second Year, 11 in the Third Year, 14 in the Fourth Year, and 1 in the M. A. Arabic Class. The expenditure for the year was Rs. 10,152. The number of scholarships is 11, with an expenditure of Rs. 1,294. In addition to these there are several stipends founded by the Lahore Anjuman-i-Himáyat-i-Islám. For the Intermediate Examination 47 candidates appeared, of whom 18 passed, one

taking the first place in Arabic; for the B. A. Examination 14 candidates were sent up, of whom 6 passed. Figures submitted for 1901-02 are not reliable, and so no comparison is made. The last year of the quinquennium has seen many improvements inaugurated. A special grant of Rs. 50,000 for the building funds—the first grant received by the Anjuman in 23 years—was made by the Government, while another grant of Rs. 10,000 was received from the University. A piece of land valued at Rs. 64,000 was purchased as a site for the new buildings, of which His Majesty the Amír of Afghánistán laid the foundation-stone. With the sanction of the University an M. A. Class in Arabic was opened.

40. *Khálsa College, Amritsar.*—There were 109 students on the rolls at the close of the year as compared with 34 in 1901-02. These are distributed as follows:—In the First Year Class 44, in the Second Year Class 38, in the Third Year Class 15, and in the Fourth Year Class 12. There are 92 Sikhs in the College, 12 Hindús, and 5 Muhammadans. The expenditure has risen from Rs. 9,748 to Rs. 23,710. Municipal Funds contribute Rs. 600, the balance being met from Fees, Endowments and Other Sources. There are 21 scholarship-holders as against 6 in 1901-02. The expenditure under this head has risen from Rs. 717 to Rs. 2,020. The number of candidates sent up for examination has risen from 10 to 49. Of 37 candidates sent up for the Intermediate Examination 13 passed, and for the B. A. 5 candidates passed out of 12. The affairs of this institution have given rise to grave anxiety, but the whole question is now under consideration.

41. *Hindu College, Delhi.*—The number on the rolls at the close of the year was 50 as against 84 in 1901-02, the fall being entirely in the First and Second Year Classes. The expenditure has risen from Rs. 6,885 to Rs. 7,909. No support is received from Public Funds. Two scholarships are current. For the Intermediate Examination 18 candidates were sent up and 9 passed as against 33 and 19, respectively, in 1901-02. In the B. A. Examination 3 passed out of 7 as against 1 out of 4. There is no particular development to record for the quinquennium.

42. *Gordon Mission College, Ráwalpindi.*—There were 36 students on the rolls at the close of the year as against 33 in 1901-02. The roll number has since increased to 59. Expenditure has increased from Rs. 7,897 to Rs. 20,438, to which Provincial Revenues contribute Rs. 3,600. There are 9 scholarships current with an expenditure of Rs. 733. There were 19 candidates sent up for examination, of whom 8 passed out of 10 in the Intermediate and 4 out of 6 in the B. A. In the Intermediate Science 2 candidates passed out of 3, one taking second place.

43. *Scotch Mission College, Siálkot.*—This is the only second grade College in the Province. It had 23 students on the rolls as against 22 in 1901-02. In the Intermediate Examination 4 passed out of 11 candidates sent up. There are 7 scholarship-holders. A valuable site has been acquired, and efforts are being made to secure a grant for the erection of new buildings.

44. *Oriental College, Lahore.*—The number of students on the rolls at the end of the year was 90 in the College and 51 in the School department as against 87 and 44 in 1901-02. In addition to these, 157 students of the Government College received instruction in Oriental languages. The expenditure amounted to Rs. 30,834 as against Rs. 31,164 in 1901-02. There were 27 scholarship-holders and 27 stipendiaries in the College, involving an expenditure of Rs. 4,264. Five candidates went up for the Intermediate Examination, all of whom failed; for the B. O. L. 2 went up and 1 passed. In Sanskrit 9 went up for the Proficiency Examination and 6 passed, 8 went up for the High Proficiency Examination and 4 passed, 11 went up for Honours and 7 passed. For the corresponding examinations in Arabic the figures are 0 out of 3, 1 out of 1, and 9 out of 10; in Persian 2 out of 3, 1 out of 3 and 4 out of 6; in Gurmukhi 1 out of 2, 2 out of 2; no candidates went in for Honours. There were 9 candidates in English for the special examination for Oriental titles and 6 passed.

45. *General remarks.*—The most universal defect is the lack of properly constructed laboratories and of sufficient provision for practical instruction in Science. In the case of the Government and the Forman Christian Colleges this deficiency relates chiefly to higher classes and to Biology; but in other Colleges even

the Intermediate work is not properly provided for. The lack of suitable buildings is another deficiency. The Dayanand Anglo-Vedic College has outgrown its buildings; the Islámia College, Lahore, and the Hindu College, Delhi, are housed in hired and unsuitable buildings; the Khálsa College works in the boarding-house; and other institutions are accommodated in school buildings. With regard to hostel accommodation the boarding-house in some cases is shared with a High School, in others the building used is not entirely suitable, and the large Colleges have to supplement their accommodation with hired rooms. About 60 per cent. of the students are accommodated in boarding-houses. Plans have been drawn up for new buildings or laboratories, and in some cases the buildings have been completed and in others started. The Government College has improved its provision for the teaching of Biology. In the matter of staff and other details most institutions show improvements. Three institutions—the Hindu College, Delhi, the Khálsa College, Amritsar, and the Mission College, Siálkot—have shown practically no progress. Mr. Woolner in his report on the inspection of Colleges says—

"The Syndicate, when framing recommendations for the distribution of the Government of India grant of Rs. 20,000 for four years, adopted the principle that every recipient should spend at least a rupee of its own for every rupee of grant received. Applications showed that the Colleges eligible for a grant were, taken together, prepared to cover the available grant two or three times over. More striking, however, is the change of attitude towards the University. The University is no longer regarded as a mere machine to prescribe textbooks and hold examinations; nor have its new functions presented it in the light merely of an inquisitorial board spying for defects and making hard conditions and vexatious regulations. The University is now looked to as never before for aid and advice. Inspecting Committees have been welcomed in every case, and suggestions for improvement have been sought for rather than resented. . . . On the other hand, it may be said that the increased knowledge of the actual conditions of all the Colleges has led in the University itself to more consideration being given to methods of tuition, and to the adoption of a wider view of the needs of the whole of the University territory than was possible when the knowledge of most of the leading members of the University was confined to two or three Colleges in Lahore."

Chapter IV.—Secondary Education (Boys).

46. *Number and Distribution of Schools and Pupils.*—The number of Secondary Schools has largely decreased during the quinquennium owing to the abolition of inefficient Unaided Schools that could not satisfy the Recognition Rules, and also to the destruction of the High and Middle Schools at Kángra and Dharmsála in the earthquake. On the other hand, the number of District Board Schools, both Vernacular and Anglo-Vernacular, has slightly gone up, and that of Aided Institutions remains unchanged; while the falling-off on the side of Municipal Board Schools is due, in the case of English Schools, to one such school in each District (generally at its head-quarters) having been taken over by Government in 1905, and in that of Vernacular Schools to their conversion into Anglo-Vernacular. Thus there are now 33 Government Secondary Schools (all Anglo-Vernacular) against 4 in the earlier period. These changes, as might be expected, have resulted in a fairly improved attendance, and this advance extends to every kind of school except Unaided.

As regards the stages of instruction, improvement is visible all round, except in the Middle stage, the unrecognised Unaided Schools that have disappeared being, for the most part, Middle Schools; while the fall at the Lower Primary stage in the number of boys not reading printed books has been an educational gain. No girls, however, are now returned in Secondary Boys' Schools at any stage, against 59 in the earlier period. The number of pupils learning English is now greater than it was five years ago, and the number of agriculturists has risen by 640, of which number 466 are contributed by the Multán Circle alone, while Lahore shows a decrease of 128. The uneven distribution of Secondary Schools in the Amritsar Circle is remarkable. Thus in Siálkot District, Daska Tahsíl contains 1 Vernacular and 4 Anglo-Vernacular Middle Schools, while Raya Tahsíl has one school of each kind. Speaking of the conversion of a Vernacular Middle School (at Zíra) into an Anglo-Vernacular Middle School, Mr. Gilbertson, Officiating Inspector, Jullundur Circle, pertinently remarks—"This I consider a really retrograde step and one that ought to be discouraged on every possible occasion. The English

acquired in these schools can only be called English by courtesy, and the time spent in acquiring it is to a great extent wasted."—In this connection, the Departmental Conference of 1905 had recommended that every Tahsíl should have a Vernacular Middle School for boys, and that the closing of such schools in favour of Anglo-Vernacular Middle Schools should be strongly discountenanced.

47. *Expenditure.*—The total expenditure on Secondary Schools rose very considerably during the quinquennium, and this rise is shared by all sources, except by fees in Anglo-Vernacular Middle Schools and by Municipal Funds, from each of which the expenditure has been less in Anglo-Vernacular Schools, while Provincial Revenues and Fees in High Schools have more than met this deficit; this is owing to the conversion of so many Municipal Board Schools into Government institutions. The Delhi Inspector says—"The Primary departments of Anglo-Vernacular Schools have sustained a slight loss of Rs. 623.....The steady increase of expenditure from private sources is a welcome feature of the period.....The Government High Schools particularly, and some of the Anglo-Vernacular Schools, have been provided during the quinquennium with better paid and better qualified teachers and with improved equipment, which explains the greater cost of education per head during the quinquenuium."

48. *Fees.*—The income from fees shows an appreciable advance in High Schools and Vernacular Middle Schools. In Anglo-Vernacular Middle Schools the amount has somewhat gone down, except in Government Schools, owing to the above-mentioned fluctuations in their number and attendance. As already noticed in the last Quinquennial Report, instruction is imparted free in the Aided Sháhzáda School, Delhi, and special reduced rates are charged in the Government Anglo-Arabic High School at Delhi. As in 1902-03, again, most boys pay the lowest grade of fee, but a fair proportion pay the higher rates; the latter are mostly sons of Government servants, merchants, bankers and others. The following concessions were made during the quinquennium regarding the levy of fees:—

(1) When there are two or more brothers attending the same school, the eldest should pay the full rate of fee and the others half rate;

(2) In the Lower Primary departments of Anglo-Vernacular Schools fees should be levied at the Vernacular School rates;

(3) Village *kamíns*, who are generally very poor, are altogether exempted from payment of fees in the Vernacular Primary Schools and departments and Lower Primary departments of Anglo-Vernacular Schools. The classes of persons to be treated as village *kamíns* are in future to be determined by the Deputy Commissioner in consultation with the Inspector;

(4) The rates of fees for the Lower Primary departments of ordinary Primary Schools should be charged in Village Primary Schools. The Union Academy at Lahore has proposed to give free education in the Primary department.

49. *Scholarships.*—The number of scholarships current at the end of the past year was smaller than five years ago, though the Amritsar and Multán Circles show an improvement. The decrease is confined to Open and Close Scholarships, other than Victoria and Zamíndári which have risen respectively by 44 and 3. Multán is the only Circle in which the number of Open Scholarships has increased; and that of the "Other Close Scholarships" is greater in Amritsar and Ráwalpindi; while Jullundur shows more or less of a decrease all round. The scholarships in the Upper Primary departments are held by the Junior Special Classes. The expenditure on scholarships during the past year was greater than in 1901-02. But the increase is confined to sources "other" than Public; while Provincial Revenues and District and Municipal Funds each show some falling-off, except in the Multán Circle, which has spent more from each source. Nothing is now expended on scholarships from fees. The diminution in the case of Provincial Revenues is, however, confined exclusively to the Amritsar Circle which has more than counterbalanced the advance in other Circles. The regulations under which Middle and High School Scholarships are awarded were revised two years ago owing to the abolition of the Upper Primary Examination as an individual test for boys and of the Middle School Examination for Anglo-Vernacular Schools. The chief feature of the revised regulations for Middle School Scholarships is their award by Tahsíls instead of by Districts, making it more certain that the

benefits of the award will reach backward tracts. On the other hand, says Mr. Gilbertson—"A few of the scholarships remain unawarded in backward Tahsíls owing to the paucity of eligible candidates. This defect could be removed by making the scholarships remaining unawarded in any one Tahsíl available for award in the more fortunate Tahsíls." To determine the award of High School Scholarships to Anglo-Vernacular candidates an examination called the "High School Scholarship Examination" has been conducted since 1905 by the Inspectors of Schools. As a result of this Scholarship Examination, which is held separately in each District, the Divisional Scholarships of the value of Rs. 6 are awarded by Districts, and are now called "Prize Scholarships."

50. *Examination Results.*—The results of the examinations on the whole show improvement over those of five years ago, both in respect of the number of candidates and the number of passes; but those in the Vernacular Middle School Examination and the High School Examination for Europeans have slightly deteriorated. The figures for the Middle English Examination for Europeans cannot be compared with those for 1901-02, as the latter were included in the results of the Anglo-Vernacular Middle School Examination, since abolished. The Matriculation Examination of the Punjab University serves two purposes at present. It is at once a "School Final" (or in many cases does duty as such), and a test for admission to a University course. The Matriculation "Science Course" is not as yet taught in any school in the Delhi Circle, but Clerical and Commercial Classes have been closed at Rewári and opened in connection with the Government High School, Delhi, during the quinquennium.

The Anglo-Vernacular Middle School Examination ceased to be a public test in 1905. The Head Masters of Schools were empowered to decide as to the promotion of boys to the High department, subject to the Inspector's approval at his annual visit to the schools. Subsequently it has been ruled that promotion certificates granted by the Head Master to such boys as may wish to take up employment should be countersigned by the Inspector of the Circle. Opinions differ as regards the abolition of the Anglo-Vernacular Middle School Examination as a public test. The Ráwalpindi Inspector reports—"The Head Masters of High Schools generally complain that in the absence of the test the numbers in the High departments are unduly swelled by the promotion of unfit boys, and this tells on the results of the Matriculation Examination; and that the Third Middle or highest Class in Anglo-Vernacular Middle Schools is not so well prepared as before when both teachers and boys exerted themselves to their utmost, being stimulated by inter-school competition. These objections can be satisfactorily removed by the Head Masters themselves, and by the Inspecting Officers. In my opinion the abolition of the test has enabled the Head Masters to examine fully the attainments of their own boys and exercise their own judgment in promoting them to the High department, and has consequently strengthened their own hands. The boys of the Third Middle Class have now to undergo two tests—one, a thorough test by the Head Master, and the other by the Inspector or his Assistant. If unfit boys are promoted in large numbers to the High department, or unfit boys are given certificates of having passed the Third Middle Class Examination, the defect does not lie in the new system itself, but it may be ascribed to the Head Masters and Teachers who either have no confidence in their own judgment or are not bold enough to detain weak boys from promotion." The Multán Inspector considers the abolition of the Anglo-Vernacular Middle School Examination as "a very important step in freeing secondary education from being dominated by a public test." He says—"Perhaps the two most serious defects of the old system were the encouragement of 'cram,' and the very unsatisfactory test applied—owing to the large number of examinees at different centres. The new system has not been long in force, and it is premature to pronounce an opinion on it. From what came under my observation at the inspection, and from the figures tabulated in my office, I draw the following inferences:—First that the Head Masters of High Schools apply the test more strictly than the University did, but are inclined to favour promotions liberally to deserving students. On the other hand, the Head Masters of Middle Schools, who are put in the position of being the judges of their own work, deal with their pupils more leniently in the application of the test, as promotions do not rest with them. While I anticipate beneficial results, already noticeable to some extent, from the new system, it seems to me that Inspectors will have constantly to apply the checks they are empowered to enforce." The Lahore Inspector says that the abolition of the Anglo-Vernacular Middle School Examination has had a tendency to lower the standard of efficiency, but this he trusts is only temporary. Remarks the Delhi Inspector—"The Vernacular Middle School Examination is practically the School Final on the Vernacular side, and also a test for admission to the Normal Schools. It has just been decided that in future

(commencing with 1908) the Vernacular Middle School Examination, formerly conducted by the Punjab University, will be conducted by the Education Department."

5. *Advance of English as compared with Vernacular.*—The number of boys learning English has advanced on the whole. The Delhi Inspector reports—"Notwithstanding a decrease in Anglo-Vernacular Schools and their pupils generally, the number of boys learning English has risen . . . . , which shows that English education s still in greater demand by the parents than the Vernacular education." In the Jullundur Circle, the number of boys learning English has risen in the High stage, but it has gone down in the Middle and Upper Primary stages combined. The number of Anglo-Vernacular Secondary Schools has declined by 12, but the fall of 2 in the number of Vernacular Schools, the Inspector says, "is only nominal," and he adds that the fall in the number of Anglo-Vernacular Schools was "a much desired reform." The proposal to raise a certain Vernacular Primary School to the status of an Anglo-Vernacular Middle School was, he adds, "modified so far as to make the school a Vernacular Middle School, with a special class in English if desired." In the Amritsar Circle, the upper classes of the Anglo-Vernacular High Schools in the large towns are well filled, almost without exception, and the Middle classes of Vernacular Board Schools are often overcrowded. Anglo-Vernacular Middle Schools situated in the country are less resorted to, but the Head Masters do not admit, says the Inspector, "that the abolition of the Anglo-Vernacular Middle School Examination has resulted in a perceptible decrease of numbers." The Lahore Inspector remarks—"In spite of the abolition of 11 Anglo-Vernacular Schools, the number of pupils learning English has risen. . . . . Private bodies have hitherto shown no tendency at all to encourage Vernacular education by the opening of Vernacular Middle Schools, so that whenever and wherever a Secondary School is opened by the people, it is always Anglo-Vernacular. This, to my mind, is a great pity, as the soundest and best education given up to the Middle stage is that provided by Vernacular Middle Schools in which boys are taught subjects through the medium of a language they understand. I am of opinion that if we were to teach every subject up to the Middle standard through the medium of the Vernacular and were to treat English as a second language, much of the reproach which is laid at the doors of our present system would be taken away, and we would get better education and better English. That the number of pupils in the Vernacular Schools has fallen is a proof of the strong desire on the part of the public to teach English to their children, and while the wish is commendable, it ought to be properly directed." In the Ráwalpindi Circle the Inspector reports—"The teaching of Vernacular and Oriental Classical Languages in Anglo-Vernacular Schools is, as in 1901-02, below the mark, and the teachers concerned generally are of opinion that by far the greater part of the time of their pupils out of school is taken up by their lessons in English and Arithmetic, and that they do not care much about Oriental Languages especially because some of them are treated as optional subjects in the examination for which they are being prepared." The Multán Inspector remarks—"Secondary education wholly given through the medium of the Vernacular (Urdu) is at a standstill, so far as numbers are concerned. At the close of the period, however, measures were in contemplation in more than one District to open new Vernacular Middle Schools. Vernacular education is much cheaper than English education, and it is within the reach of the poorer classes in villages; and to a certain degree the boys brought up in Vernacular Middle Schools are well grounded in the subjects they are taught. But it has distinct disadvantages—it means the prolonged stay of the pupil at school for two years, should he decide to continue his studies and join a High School. This greatly discounts the cheapness of Vernacular education. Moreover, it has less market value; it cuts off the boy from the careers open to those who possess a knowledge of English. Not unnaturally many parents, including zamíndárs, educate their sons solely with a view to advancement in life. Hence it is, that most people who can afford the expense of educating their children in an Anglo-Vernacular School, and have one not at an inconvenient distance, prefer to send them to it. . . . . The teaching of English shows evident signs of improvement, though it can hardly be pronounced to be satisfactory. In some cases quality is sacrificed to quantity. The classes are generally large, and not a few teachers, particularly those in charge of junior classes, lack a practical knowledge of the language. Hence the conversation lessons in the lower classes are not generally properly given, while in higher classes the boys fail to satisfy the Inspector in their attempts to put into their own words the text they read."

52. *General remarks.*—The new Recognition Rules were enforced for the first time during the quinquennium. Several Anglo-Vernacular Schools, which were unable to fulfil the conditions imposed by these rules, died out. The Government did not stop at this negative work of ceasing to recognise very inefficient and inferior Secondary Schools, but took over (in the beginning of 1905) the most important High (in some cases Middle) School in each District in order to make them fit to serve as models in every respect to other Secondary Schools.

The staffs of these schools have been immensely strengthened and special grants freely given more than once for the supply of improved furniture and appliances. The question of the extension and improvement of the buildings of almost all of them is under consideration, and plans and estimates for the work are being prepared by the Public Works Department in consultation with the Education Department. In some cases administrative sanction has been given. In almost every case much is needed in this direction to make up for years of neglect and starvation under municipalities. In the past there has been little or no thought given to the educational effect of good premises, and the buildings, lacking in a simple, dignified exterior, suggestive of the purpose for which they exist, are seldom calculated to make the pupils proud of their connection with the school or to exercise a constant and impressive influence in the city concerning the requirements of higher education. They are deficient in accommodation in every case, and requisitions for class-rooms, science-rooms with small laboratories, rooms for teaching Drawing, examination halls and play-grounds have been prepared. Before 1905 the appointment, punishment, dismissal, &c., of teachers in the Board Secondary Schools lay with the Local Bodies that maintained them. But under that system suggestions made by the Educational Inspector did not always receive prompt attention. The Punjab Government, in February, 1905, practically took over the control of the Board Secondary Schools from the Local Bodies. Now the appointment, punishment, dismissal, transfer and leave of the teachers in these schools are made under the direct orders of the Inspector of the Circle. The deserving teachers of Board Schools under the present arrangement are now able to pass on to the Government High Schools, whereas there was considerable stagnation in this respect two or three years ago. "As a result of all the above measures," remarks the Delhi Inspector, "the school work in the Secondary stage has much improved with regard to quality and method of teaching and discipline and organisation. But English Pronunciation, Retranslation and Conversation, Roman-Urdu, Tarkíb, Euclid and Science in the Middle department, and Arithmetical Problems, Practical Mensuration, Recitation, Explanation, Geography and Object Lessons in the Primary department, still need greater attention. Kindergarten work, Drawing and Singing have only recently been systematically introduced into some of the schools." With a view to the training of pupils in the modern method of study of Practical Geometry in the Matriculation Classes, "Experimental Geometry," Books I and II, by G.N. Chatterji, was prescribed in 1905 for the Second and Third Middle Classes of Anglo-Vernacular Schools in the Province. "Teachers' Associations" were put into full working order during the quinquennium, and Students' Clubs have also been organised. Relief maps, school gardens and the decorations of the class-rooms with pictures, charts and diagrams, procured ready made, or prepared by the teachers and pupils, are also some of the special features of the period. The "Payment by results system" in grant-in-aid to Aided Schools, which was based on individual examination, was replaced in 1905 by the "Block grant system" according to which the grant is calculated on the average attendance for the previous five years, and the grade of merit of the school is determined by a collective examination. The latter system leaves time to the Inspecting Officers to look closely into the discipline, organisation, building and equipment of the schools and other matters of much more importance than the detailed individual examination of the boys.

The Delhi Inspector reports—"The School and Boarding-House buildings of the Secondary Schools in the Circle are in a better condition than five years ago; but this is not saying much as most of the buildings even now are extremely insufficient in the matter of accommodation and are sadly lacking in such important points as lighting and ventilation. As a result of great efforts put forth recently, Managers and Local Bodies are beginning to bestir themselves in this matter, and the future appears somewhat brighter. But what is urgently needed is very substantial help, as money alone is the obstacle to better things. This the Government is prepared to give to a small extent, as Rs. 50,000 has recently been allotted for this purpose for Secondary Schools; but this Circle alone could spend twice that amount, very profitably and economically at the same time, in the matter of schools of this grade other than Government institutions. The worst equipped Secondary Schools in the Circle and for the matter of that in the Province are the Vernacular Middle Schools, though they are perhaps the most useful in the education they give and in supplying candidates to the Normal Schools for training as Primary School Teachers." Speaking of the staffs of Government Schools, Mr. Wright says—"The changes during the year have been very many, due chiefly to the new scheme of reorganisation which came into force last August. For this reason it is perhaps too soon to judge of the work of some of the teachers."

The Jullundur Inspector remarks—"In all the four Districts of the Circle the School buildings and the Boarding-Houses in connection with most Government and Board Secondary Schools, both Anglo-Vernacular and Vernacular, are overcrowded and inadequate, and have been further damaged by the last year's heavy rains. The supply of furniture and appliances and the provision of library books in all except Government Schools is meagre. Our recommendations as regards the amelioration of this chronic state of things do not meet with favourable consideration. With the increased employment of certificated teachers and a keener supervision on the part of the inspecting staff the quality of work is improving. The work in Secondary departments is not so good as one might expect it to be. The following general defects may be noted :—The home exercises of the boys are not carefully corrected. English Pronunciation, Urdu Letterwriting, Tarkíb, Recitations, Drawing of Maps and Science Diagrams, practical proofs of Geometrical Propositions, General and Physical Geography, English and Persian Conversation and Retranslation into English and Persian are not properly taught. In this Circle the study of Science as a professional subject has not been taken up. At the beginning of the quinquennium 952 boys studied Science as an optional subject; at the close the number was 1,378. The corresponding passes in the Entrance Examination (Arts Faculty) were 88 and 132, results that are far from brilliant, and which do not reflect credit on the teaching of the subject. It is hardly right, however, to saddle the teaching with these results. The main factor has been the miserably inadequate equipment of the schools generally and the consequent inability to handle the subject as a practical and exact science. The teaching of experimental Geometry was introduced at the close of the last year. The subject has been taken up on right lines and is taught by requiring boys to draw the figures by means of simple apparatus which is generally well supplied. But in a few of the Board Schools the teachers in charge of the subject are not competent to teach it." The Shorthand, the Drawing and the Clerical and Commercial Classes attached to certain schools in the Circle and mentioned in the last Quinquennial Report have all "ceased to exist." The Carpenters' and Tailors' shops in connection with the Christian Boys' Boarding School at Ludhiána are "becoming less popular, as there were only two boys attending the former and three the latter at the close of the last school-year."

In the Amritsar Circle the number of trained teachers in Secondary Schools increased by 14 per cent. Trained teachers number more than half of the total employed. The supply of teachers holding Junior Anglo-Vernacular Certificates falls far short of the demand, and the rates of remuneration have risen. "The profession," says the Inspector, "is now virtually closed to youths who have only passed the Anglo-Vernacular Middle and Entrance Standards, as they are not eligible for training, and cannot be employed permanently in Government or Board Schools; but a large number of such teachers are employed temporarily in Board Secondary Schools." Regarding the eligibility of Matriculation passed youths to training, as recommended by the Departmental Conference of 1905, the following has been proposed in the revised edition as a Note to Article 589 of the Punjab Education Code, 5th edition:—"NOTE.—In the Junior Anglo-Vernacular Class there shall be two divisions—(1) for Matriculation passed men to prepare teachers for Primary schools and departments, and (2) for Intermediate passed men or men who have read up to that standard in an Arts College as heretofore. The former shall get Second Grade Provisional Certificates and the latter First Grade Provisional Certificates." The buildings of the Secondary Schools in the Amritsar Circle have undergone little change during the quinquennium. Those of many of the Board Middle Schools have long ceased to be able to accommodate the increasing numbers with due regard to light and ventilation. New class-rooms have been added at two Board Schools and at one Government School. The buildings at Pálampur, Dharmsála, Kángra and Sujánpar Tíra were levelled to the ground by the Kángra earthquake. "On the whole," the Inspector says, "it may be said that the buildings have not kept pace with the increasing needs, and that large expenditure is necessary to bring the Board Middle Schools up to the mark in this respect. The worst instance of overcrowding noticed was at the Amritsar Hindu Sabha School, where 79 boys were packed into two ill-ventilated rooms, measuring 7′ × 10′ and 7′ × 12′." But a new building is nearing completion. The furniture in most of the Secondary Schools other than two Government Schools in the Circle needs renewal or completion. Science apparatus and maps are generally sufficient, but blackboards are scantily provided, and are often too small. The common practice is to supply desks only for writing lessons: at other times the pupils are seated on benches and stoop over their knees when writing.

"The instructional defects in Anglo-Vernacular Secondary Schools," the Inspector reports—"are partly due to the difficulty of assimilating subjects such as Geography and Arithmetic through a foreign medium, and also to the imperfect acquaintance of the teachers with English. Some Head Masters think that the curriculum is overloaded, especially

that of the Upper Primary department of Anglo-Vernacular Schools." The Head Master of Gurdáspur Government High School writes—"The chief difficulty in the work of an Anglo-Vernacular School from a Head Master's point of view is the syllabus. A practical teacher will condemn it at once as impossible and injurious to the child, the teacher, and the nation. The child has so much to learn that he is turned into a memorising machine, his originality is altogether crippled, the moral side is neglected; there is no time to devote to the formation of character. Neatness and care in time become foreign to him, and his handwriting outside his copy-book is disgraceful. He attempts four or five languages, and learns none; and when he leaves school, he is unable in any language to write a composition with any original work." The retention of Persian, the Inspector says, 'alongside with English and Urdu in the Upper Primary curriculum of Anglo-Vernacular Schools, "is undoubtedly objectionable from an educational point of view. The defects most commonly observable in Anglo-Vernacular Secondary Schools are the unnecessary sub-division of subjects and splitting up of work among teachers, the teaching of formal English Grammar as a separate subject, the teaching of translation from and into English by means of sentences to be learnt from a book, the divorce of History from Geography, and the neglect of mental and practical Arithmetic, and of Urdu Composition. The cardinal error which underlies the whole of the teaching is that education is tacitly assumed to be the learning of certain set text-books by rote; the development of reasoning power is hardly considered. A rigid and elaborate scheme of studies encourages this tendency. In the Vernacular Middle Schools the comparative simplicity of the course produces better results; the work is characterised by thoroughness and grasp. It will be seen from the above that secondary education shows little, if any, advance, although more has been spent on it." The scheme of studies for Anglo-Vernacular Schools was thoroughly revised during the year. In the revised scheme, which, along with the revised Code, was submitted to Government for sanction, Persian in the Upper Primary department, in which it was already an optional subject, has been made alternative with Panjábi or Hindi.

In the Lahore Circle, Science has been introduced in all schools, and the laboratories are well equipped in the Government Schools and fairly so in the others. Boys generally take up Science in preference to a Classical Language owing to the difficulty of mastering many languages. The teachers of Practical Geometry and the taught are getting familiar with the instruments and their uses, and are improving in their work. Drawing and Kindergarten have been introduced in a few of the Secondary Schools. There are libraries attached to almost every school, and they are growing slowly but steadily in value. They are now more frequently used by boys and teachers. The Punjab Text-Book Committee has supplied a number of useful books to Board Schools. Hygienic desks with movable seats are rapidly replacing the old fashioned desks; good pictures and clay and wooden models are becoming common in our schools, while some of the schools are trying to form school museums. Though few new buildings have been erected, considerable improvements were made to existing schools, while play-grounds have been enlarged and the surroundings generally improved and rendered more sanitary. The Inspector adds that "the many changes during the year on account of the introduction of the reorganisation scheme have had a bad effect on the teaching in general and especially of the Central Model and Montgomery Schools where some posts were not taken up for months and the makeshift arrangements were found inadequate. In spite of the fact that the number of trained teachers has risen, the calibre of the staff in general has somewhat deteriorated owing to the free employment of untrained men."

In the Ráwalpindi Circle as many as 21 inefficient Unaided Anglo-Vernacular Schools which could not stand the test of Recognition Rules had to be closed, but 6 new Anglo-Vernacular and 3 Vernacular, other than Unaided, were added to the list. "The only want is of suitable buildings both for Schools and their Boarding-Houses." Altogether 6 new school buildings have been erected—2 by Local Bodies and 4 by private associations maintaining these schools, and some additions and alterations have been effected during the last five years in a majority of houses in every District. But, owing to increased attendance, the accommodation, especially in Vernacular Middle Schools, has become cramped. There has been some improvement in the equipment of most of the schools, but the furniture in several, including some Aided High Schools, "is still" the Inspector says, "of old type and worn out." Some additions to the libraries of some schools have also been made and more stress laid on private study by boys and teachers. In connection with some schools reading-rooms containing a few newspapers also have been organised. But

"black boards were not properly used, and preparation of the lessons to be taught was not satisfactory." The total number of teachers employed in Secondary Schools in the Circle is 697 against 588. Of these, 387, or 13 more, are certificated, and 312, or 40 more, trained. The respective proportions of qualified teachers in Government and Board, Aided and Unaided Schools have much gone down. The number of home-task exercise books has been unnecessarily increased, so much so that boys do not find sufficient time to learn their school lessons, and almost the whole of their time is occupied in writing those exercise books which are neither neatly written by them, nor carefully corrected by the teachers concerned. Experimental Geometry has been fairly taught, but "its practical teaching by means of drawing instruments needs more attention in most of the schools." Another improvement of the quinquennium is that some easy branches of Kindergarten have been introduced into the Primary departments of most of the schools, but "only selected boys study them, as the subject has not been prescribed in the scheme of studies." Clay-modelling, paper-cutting and paper-folding are "the favourite branches with the boys." In this Circle there is no practical teaching of Mensuration in Vernacular Middle Schools, though the necessary apparatus is not wanting. The teaching of English is fairly satisfactory, but "Grammar, specially the Syntax portion, and Conversation, are weak. The latter subject is sadly neglected even in well managed and well conducted High Schools." Recitation "in every language taught in our schools," the Inspector adds, "has decidedly improved in a majority of schools."

The Multán Inspector writes that the growth in the number of schools which teach up to the Matriculation standard, the improved attendance in schools taken collectively, the much larger proportion of pupils who carry their studies up to the final University test—all this marked advance in secondary education indicates only the volume of work done during the quinquennium. This in itself is an important gain, and gives hopes of a better future. Of 283, against 264 teachers employed in Secondary Schools, 210 are certificated and 183 trained, against 199 and 143, respectively. The staff in Aided Schools is fairly qualified. In Anglo-Vernacular Middle Schools managed by Municipal Committees, he says—"The funds are too limited to admit of additions to the staff and equipment on an adequate scale, though improvements have been effected during the period. I fear these schools tend to grow weaker by comparison with the Government High Schools which latter show marked improvement. In Vernacular Schools the senior men are properly qualified, but the assistants are too often not quite competent, the scale of salaries being low, and the Primary Schools now offer better prospects."

A revised scale of salaries as recommended by the Departmental Conference of 1905 was submitted to Government for sanction during the past year, and also embodied in the revised Code. Classes have been added to three Government High Schools in the Multán Circle for instruction in Clerical and Commercial subjects. The University regulations for the Matriculation Examination have been revised. The addition of Physiology and Hygiene and Drawing to the elective subjects on the Arts side is a new feature. The introduction of Agriculture into the curriculum of Vernacular Schools is a move in the right direction. The Multán Inspector says "in a few places I saw small farms attached to schools in which the pupils worked with their own hands. The instruction was intelligent and practical." In this Circle the school buildings were generally in fair order, but they "were overcrowded almost everywhere, though extensions have been made in a few cases."

Chapter V.—Primary Education (Boys).

53. *Number of Schools and Pupils.*—During the quinquennium there has been a very decided increase in the number of Primary Schools of all kinds. The activity shown in this direction is largely confined to the latter half of the period under review, and may be considered as resulting largely from special grants given from Provincial Funds to District Boards. There has been a corresponding rise in the number of pupils in attendance. This increase is large—40,051—in the Lower Primary stage, but is not shared to the same extent at the Upper Primary stage. In the Jullundur Circle there is a decline in the Upper Primary stage of 814 pupils, said to be due partly to the conversion of Primary Schools into Rural Schools.

in the Jullundur District and partly to the fact that the Upper Primary Certificate is no longer a passport to Government service. With the exception of the Ráwalpindi and Multán Circles, the increased attendance in the Upper Primary stage in the other Circles is so slight that in all probability the same reasons may be given for the absence of expansion in this direction. The number of agriculturists in attendance has also greatly increased, the Multán, Ráwalpindi and Jullundur Circles returning an increase of considerably over 4,000 each. The number of girls reading in boys' schools, though small, has been more than doubled during the quinquennium. The attendance in Rural Schools has in some instances been included in the returns for the Lower Primary stage of Upper Primary Schools; but where the returns have been given separately they show a decided increase, notably in the Jullundur and Ráwalpindi Circles. The opening of the Government School for the Blind at Lahore last year is worthy of notice.

54. *Expenditure.*—The large increase in expenditure is shared by all public funds. There is a slight decrease in expenditure from Municipal Funds. All classes of schools have spent more than they did five years ago. A special grant of three lakhs was made last year by Government to District Boards for the extension, improvement and encouragement of Primary education in the Province. In the Multán Circle the expenditure in the case of Aided and Unaided Schools has been almost doubled.

55. *Fees.*—The income under this head has increased in all classes of schools particularly so in Government schools. In all Aided Schools the fees are levied in accordance with Code regulations. In Unaided and Indigenous Schools the rates of fees are arbitrary. In one or two schools no fees are levied. In Rural Schools the rates are lower than in Town Schools, and these rates are still further reduced in the Sháhpur, Montgomery, Multán, Muzaffargarh, Miánwáli and Dera Gházi Khán Districts. Agriculturists are exempt from fees. In some cases it has been found that non-agriculturists have been able by false certificates to obtain exemption from the payment of fees under this head. A few boys pay the higher rates of fees; they are chiefly the sons of officials, pleaders and bankers. In the Ráwalpindi Circle it is reported that most of the boys of the non-agricultural class of school-going age who do not attend school are kept away because their parents cannot afford to pay the fees. In the Jullundur Circle the fee income has gone down, chiefly, as already explained, owing to the conversion of Primary Schools into Rural Schools, and to the falling away in the attendance in the Upper Primary Classes. In this Circle the teachers in Indigenous Schools are rarely willing to report income from fees paid in kind. In the Multán Circle the income from fees has increased by upwards of 50 per cent., and in the case of Aided Schools the income is four times greater than it was in 1901-02.

56. *Scholarships.*—The increased expenditure under this head has been met from the usual sources, but to a greater extent than formerly from "Private or Other Sources." These scholarships are generally held by boys reading English after having passed the Vernacular Upper Primary course. In the Delhi Circle the Nawáb Fund provides scholarships and stipends for boys of the Anglo-Arabic High School, and District Funds provide scholarships for Mína boys in the Sháhjahánpur Primary School in the Gurgáon District. Expenditure in other Circles calls for no special comment. In consequence of the abolition of the Upper Primary Standard test, scholarships are now awarded on the results of a Special Examination of selected candidates held in each tahsíl at the time of the annual inspection.

57. *Upper Primary Examination.*—This examination was abolished in 1904-05 and replaced by promotion examinations held by the Head Masters, the results of which are subject to the approval of the Inspecting Officer. The great advantage of this system lies in the fact that it gives the Inspecting Officer more time to look into the working of the school, and to observe the teacher's methods. Against this, however, must be set the fact that in certain schools the Head Master is not particularly careful in the conduct of examinations, and is somewhat injudicious in his selections for promotion. In time, however, the sense of responsibility will be realized, and Head Teachers may be expected to do their duty fully in this respect. On this basis the number of promotions from

the Fifth Upper Primary class has very largely increased, not only in schools under public management, but also in Aided and Unaided Schools. At the same time the number of those who have completed the Vernacular Primary course and who have afterwards taken the Special Class in English has fallen by 1,134. Owing to the creation of the two types of schools—Town and Rural—it is not possible to make anything like an approximate estimate by comparison with the year 1901-02 of the advance in Primary education, especially as few of the Rural Schools have been in existence over two years.

58. *Zamíndári Schools.*—A Scheme of Studies has been prepared for schools in rural districts as distinguished from urban schools. This scheme is not so ambitious as that for town schools, but it retains all the useful features of the Zamíndári Scheme, and Zamíndári Schools are being merged into Rural Schools. Persian finds no place in the scheme, but Geography, Object Lessons and Mensuration, dispensed with in Zamíndári Schools, will be taught. Native accounts (*Bahi Kháta*), native practice (*Phailáwat*) and fractional tables are given the same prominence as in Zamíndári Schools. Pupils in Rural Schools are required to attend only one of the two school meetings, and so they have plenty of time to attend to their fields, &c.; in addition to this they will be able to go direct from the Rural Primary School to the Vernacular Secondary School with the privilege of taking up Agriculture instead of Persian, thus obviating the need for special classes in transit from one school to the other. In all Circles Urdu is the medium of instruction, though Lande and Mahájani characters are taught. The Delhi Circle is the only one which reports that Arithmetic is properly taught according to native methods, and that accounts are kept in the Mahájani character; in other Circles the teachers are said to have an imperfect knowledge of the system. In certain places, lessons on agricultural operations are practically illustrated by visits to the fields when both teachers and pupils make notes of what is observed. The practical side of agricultural teaching is not, however, generally taken up. The collection of seeds, plants and models of implements kept in schools is generally incomplete. Yet the general condition of education in rural districts is very much better, and shows evidence of intelligent and sound teaching.

59. *Indigenous Schools examined for grants.*—The number of Indigenous and other Elementary Schools for boys has increased by 295; the attendance in these schools has increased by 10,052; the number of passes by all standards has increased by 322; and the collective amount of maintenance and staff grants has increased by Rs. 33,487. These schools are very favourably reported on by all Inspectors. They stand as the simplest type of school for conveying the advantages of education to the masses, with the least trouble to all concerned, and at a minimum of cost. The class of teacher found in these schools leaves much to be desired. Buildings and equipment are generally poor, but the award of small grants for furniture, text-books, &c., has done very much to improve the outward appearance of these schools, and has tended to satisfy the teachers. The substitution of block grants and staff grants for the old result grant system has helped these schools very considerably. In the Lahore Circle the Simla District has no Indigenous Schools, and in the Lahore District these schools have fallen off in number and in attendance, chiefly owing to the plague, but also partly owing to the opening of new Primary Schools. In all other Circles they are on the increase.

60. *Gurmukhi Classes.*—The advance made by these classes is very small, and, such as it is, is chiefly confined to outlying places where the Sikhs predominate. During the quinquennium these classes have increased to 32, and the attendance from 521 to 917. In the Delhi Circle there is only one such branch attached to a Primary School in the Hissár District. In the Jullundur Circle there are 13, while the Ráwalpindi and Multán Circles have 8 and 2, respectively. In the Amritsar Circle, though the centre of the Sikh community, there is practically no demand for these classes. In the Amritsar District three classes were opened recently, and in the Siálkot District there are five classes; the total attendance, however, in this Circle is only 143, of whom 89 are Sikhs. Inspecting Officers have been instructed to encourage the use of Panjábi colloquially in all Lower Primary classes.

61. *Schools for low-caste children.*—The number of these schools is now 61, and of children in attendance 693, showing an advance of practically 100 per cent.

in each case. The number of children in ordinary schools has also gone up from 126 to 455 within the last five years. In the Delhi Circle there are 36 such schools in which the *Chamárs* predominate, the *Mazhabi* Sikhs coming next. The schools are chiefly of the Aided Indigenous class maintained by the S. P. G. and the Baptist Missions. In these schools the children all sit on the same floor without distinction. In the ordinary schools low-caste children are, as a rule, not allowed to mix with children of the higher castes. In the Jullundur Circle low-caste children are more generally allowed to mix with the children of higher castes. In the Amritsar Circle there are no separate schools of this class, but low-caste children, generally converts to Christianity, read in the Indigenous Schools maintained by Missionary Societies. In the Lahore Circle 25 children read in the ordinary schools of the Simla District "without any objection from Hindús or Muhammadans." These schools in the Ráwalpindi and Multán Circles are maintained by Mission bodies, and are found chiefly in the Gujránwála and Lyallpur Districts. The Inspector, Ráwalpindi Circle, reports that there is no separate school for the aboriginals, such as the Sánsís, and that there is no need for it, as they are without settled residence or settled income, and cannot afford to send their children to school regularly until they are provided gratis with the necessaries of life. Schools for low-caste children are all maintained by Missionaries, and are to a large extent attended by children of the low castes who have become Christians.

62. *Proportion of boys not reading beyond the Primary stage.*—Of 10,287 boys who completed the Upper Primary course, 2,279, or somewhat over 22 per cent., failed to proceed to the higher stage. Whether all these boys took to earning their living or whether many of them died of plague, there is no record to tell. In the case of Vernacular Schools 32·17 per cent. failed to proceed to the Middle course, and in the case of Anglo-Vernacular Schools the percentage was 11·45. The difference in the percentage may be due to the higher market value of an English education, but is more probably due to the fact that the pupils in attendance in Vernacular Schools are chiefly village boys whose parents require their services, or are unable to afford the expense of sending them to Secondary Schools in towns.

63. *School Post Offices.*—There are, so far as records have been received, 1,220 School Masters, chiefly of Indigenous Schools, who are in charge of Branch Post Offices. There are no figures for 1901-02 on which to base a comparison. The postal allowances to these teachers vary from Rs. 2 to Rs. 8-8 per month. The institution of the School Post Office may be considered a success on the whole. The Postal Department is entirely responsible for this part of the teacher's duties. This double government—educational and postal—has its disadvantages, but cases of friction are very rare. During the five years under review the number of teachers who have been deprived of their postal allowance is so small that it speaks very highly for the integrity of the class of teachers found in our Indigenous Schools. Teachers in Secondary Schools are not permitted to undertake this work.

64. *General remarks.*—In spite of the ravages of plague in the Punjab, the statistics relating to Primary education show that its expansion has been very remarkable. This growth has occurred largely within the last two years, and may be attributed to the people taking a more intelligent interest in the education of their children and seizing the greater facilities that have recently been placed within their reach. School committees have been organized in almost all Districts. Girdáwars, for the teaching of practical Mensuration, have been appointed in the Hoshiárpur, Jullundur, Lyallpur, Ambála, Ráwalpindi and Attock Districts, while itinerant Patwáris have also been appointed in several Districts. School gardening, singing and kindergarten have received greater attention. The conversion of unpopular Zamíndári Schools into Rural Schools more nearly approaching the standard of ordinary Upper Primary Schools has been a decided gain to village boys. The appointment of Assistant District Inspectors has resulted in more thorough and more frequent inspection, and consequently in improved organisation, equipment, and methods of teaching. Local Bodies have been relieved of the control of all the schools recently provincialised, and have more time to devote to the interests of Primary education. The number of stipends held in Normal Schools for the training of Vernacular Teachers for

Primary Schools has been largely increased. Arrangements are in progress for the establishment of a Provident Fund, and such a fund has already been started by the District Boards of Amritsar and Gurdáspur. The work of the teachers has been generally satisfactory, and examination results show that improvement is maintained. Co-education is being encouraged in places where there are no girls' schools by allowing all concessions given in girls' schools to the girls who attend boys' schools. The liberal Government grants—both Imperial and Provincial—have been utilized in opening and equipping new schools, in providing new school-houses, in raising the grade of teachers' salaries and so attracting men of superior attainments, in appointing additional assistants, and in giving grants-in-aid to Indigenous Schools.

That there is much room for improvement in all Circles goes without saying. The new and better qualified teachers already appointed have scarcely had time to improve the methods of teaching in their schools, and there is still a good deal of the older style of teaching. Students recently sent out from the Normal Schools after one year's training have in some instances failed to carry out the promise of success they gave on leaving the Training School; added to this, the supply of trained teachers is still very inadequate. From all points come reports of failure in the teaching of one subject or another, but these reports when massed as a whole are only of degree, and merely indicate that the Inspecting Officer's standard of perfection has not been attained. Houses and equipment are still below the standard in too many cases Lack of funds is the chief reason for this, but at the same time it should be stated that it is difficult, if not impossible, to keep pace with the increase in the number of schools, and that for the present it is practically necessary to house new schools in rented buildings which are often wholly unsuited to the needs of a school, and in some cases in insanitary surroundings. The lack of suitable play-grounds and the necessary gymnastic apparatus is a serious obstacle to the physical development of the boys in our schools. It is hoped, however, that with the growth of general interest in the education of our youth will come the means for providing these essentials to a boy's training.

Chapter VI.—Training Institutions.

65. *Number and kind of institutions.*—The institutions for the training of teachers are the Central Training College, Lahore, for the training of teachers for Secondary departments of Schools and Anglo-Vernacular teachers for Primary departments as well; Normal Schools for males at Lahore, Delhi, Multán, Jullundur and Ráwalpindi, where Vernacular teachers for Primary schools and departments are trained; a Normal School for Women at Lahore which trains for vernacular appointments in Primary and Secondary Girls' Schools; and St. Bede's College and Auckland House, Simla, which train female teachers for European Schools. The three institutions for training female teachers did not exist in 1901-02. Of these, St. Bede's College, as reported in 1902-03, is intended for the higher education of women as well as for the training of teachers. In addition to the above institutions, there are training classes for girls attached to several schools. A training class was opened after the close of the quinquennium for male teachers in European Schools at Sanáwar; this project had been under the consideration of the Government of India for some years. The Evening Classes are noticed in Chapter VII.

66. *The Central Training College.*—The College was affiliated to the Punjab University in 1903-04. In January, 1907, the revision of the staffs of all training institutions was notified. Some additions to the staff had already been made, as noticed in the report for 1903-04. It was further strengthened in 1904-05 by the creation of the posts of Vice-Principal in the Indian Educational Service and of a second Science Master. Mr. H. G. Wyatt, on his appointment by the Secretary of State, succeeded Mr. Tydeman as Vice-Principal in 1905-06. The training of the students continues to follow the lines indicated in reports previous to 1902-03; and comprises a series of Typical Model Lessons, Criticism Lessons, Practical Work in the Central Model School, and visits of

observation to the same institution. The number of students in the past five years has been more than doubled, being 171 against 76. Owing to the formation of the Sixth Circle at Amritsar, the provision for the payment of the substitutes of teachers for training selected by Inspectors was redistributed in April, 1905. The number and rates of stipends were also increased, and the stipends are now paid for twelve instead of ten months. The present total includes 149 College stipendiaries, 14 teachers, 7 State stipendiaries and 2 teachers. The two sections of the Senior Anglo-Vernacular Class consisted of 18 College and 3 State stipendiaries and 2 teachers, the Junior Anglo-Vernacular Class of 38, 4 and 1, respectively; the Senior Vernacular Class of 85 College stipendiaries and 11 teachers. One member of the staff of the Normal School for Women regularly attended the lectures on School Management as a casual student; and during the winter months 2 Sisters from the Dalhousie Convent and one member of the staff were permitted by the Director to attend lectures at the College. The course is now one of two years. A Bachelor of Teaching Class was opened during the quinquennium. The number of students in this class fell from 13 to 8. This was chiefly due to a great demand for trained Senior Anglo-Vernacular teachers. There were 26 graduate students on the rolls, against 37 in 1904-05 and 36 last year. The expenditure has more than doubled during the period under review, and the increase is due to the reforms already mentioned. A special grant of Rs. 3,155 was made for furniture and fittings for the new gymnasium. The increase in the total expenditure, contributed largely, of course, by Provincial Revenues, is shared, though in a very small degree, also by Municipal Funds and Endowments; District contributions show a slight falling-off. In the B. T. Degree Examination all the 8 candidates passed; in the Senior Anglo-Vernacular (General) Examination 18 out of 19 were successful; in the Senior Anglo-Vernacular (Commercial) Examination opened in 1903, all candidates passed; in the Junior Anglo-Vernacular Examination out of 42 candidates only 1 failed; and in the Senior Vernacular Examination all but 7 out of 89 got through, of whom 49 were placed in the First Division. On the whole 153 out of 162 passed the Certificate Examinations, with 85 in the First Division. Both individually and collectively these results compare very favourably with those of five years ago, not only as regards the number of candidates and the number passed, but also in respect of the percentage of passes. The extensive alterations and additions made in the College premises have resulted in the work being carried on under very favourable conditions. One of the large additional lecture-rooms is fitted up as a model class-room, and is an object lesson to managers and teachers. The Science Lecture Room and the Chemical and Physical Laboratories are fitted with every convenience, and are generally admired by competent critics. The new rooms have been supplied with the latest apparatus and appliances for efficient teaching. The new gymnasium is well equipped. A gymnastic instructor has been appointed, and the course of instruction revised. Skill in, and a practical knowledge of, the rules of Cricket and Football are required of all candidates for the Junior Gymnastic Certificate.

Clerical and Commercial Class.—During the four years that the Clerical and Commercial Class has been in existence, 22 candidates have been sent up for the examination and 19 have been successful.

Indirect Training.—Of the indirect means of training may be mentioned the Debating Club, visits to places of interest, two series of public lectures delivered by the Vice-Principal, the common life in the boarding-house and constant intercourse between the students and the tutors. The Debating Club met regularly during the winter months, and was well attended. Political discussions were avoided and found no place in the programme. In accordance with the Director's directions, visits to places of interest were regularly paid during the session. Among the places visited by students of the different classes, conducted by the members of the staff, were the Lahore Museum, Rái Mela Rám's Mill, the Railway Workshops, the Fort, etc. Six visits were paid to the Museum; and on each occasion the attention of the students was directed to a different group of objects, the teacher taking up in turn damascening, pottery, glass blowing, rope-making, mat-making, archæological specimens, and the Punjab Chiefs. The delivery for the first time of a special course of lectures is another feature

of the year's work, and has proved a distinct success. Another important feature of the work of the last two years was the delivery of a series of six lectures on "First Aid to the Injured." These were delivered by Rái Bahádur Dr. Beli Rám, of the Medical College, and were attended by the Anglo-Vernacular students. Of the 57 candidates sent up last year for the St. John's Ambulance Examination, 40 passed, and were awarded certificates. This year, on account of the absence of the Secretary from Lahore, no examination could be held.

The Boarding-house.—All the students, with the exception of four, resided within the boarding-house. The health of the students was excellent; but towards the end of the season, when one of the cooks died of plague and several cases occurred in the immediate neighbourhood of the building, it was considered desirable to close the College.

Books reviewed by Staff.—The staff of the College, individually and conjointly in sets of two, reported during the year on about 40 publications.

67. *Central Model School.*—This institution is the Practising School for both the Central Training College and the Normal School. The statistics are included under the head "Government Schools" dealt with in Chapter IV. The staff has been increased and the grade of salary raised. In the Matriculation Examinations the results were good, the three first places in the Science Entrance Examination falling to this School. The tone of the School is well maintained. This is the only Practising School of the High School grade; all the others—attached to Normal Schools—are of the Primary grade.

NORMAL SCHOOLS (FOR MALES).

68. During the quinquennium, new Normal Schools have been erected at Lahore and Delhi, the accommodation at the other Normal Schools has been increased and improved by removal of the Inspectors' offices to other buildings and making suitable alterations and additions to the existing blocks; two new boarding-houses have been erected and the other boarding-houses enlarged; at Lahore, Ráwalpindi, Jullundur and Multán land has been acquired for practical work in agriculture; new furniture and apparatus has been provided out of the liberal special grants made last year for the equipment of the schools according to modern requirements; the libraries have been supplied with the best Manuals available; good wall pictures, diagrams and charts have been obtained; and considerable additions made to the collection of objects; the number of students under training has largely increased in every Circle, and the enrolment in the Zamíndári Class (at Lahore) has more than doubled. While few changes have been introduced in the curriculum, attempts have been made to make the instruction more practical by the more general adoption of Kindergarten Methods of Teaching. Examinations in Drawing and Kindergarten have been instituted, and the instruction in these subjects made more systematic and thorough. Singing is now practised with more or less success in every Normal and Model School; its recognition as a subject of the curriculum marks a real advance. An impetus to physical training has been given by the holding of an Annual Central Tournament for Normal Schools, and an interest in something more than text-books, examinations, results and percentages has been awakened by the organisation of regular visits to museums and places of interest. As a result of all these developments, the expenditure has considerably increased, and the results of examinations are far superior to those of 1901-02. Five years ago there were no stipendiaries from Native States; at the close of last year there were 14 in the Lahore Normal School. It is thus evident that the sphere of influence of the School has widened, and that it no longer limits its operations to supplying the needs of Primary Schools of the adjacent Districts. In increasing the number of stipends in Normal Schools the intention of the Department was to extend the course of training to two years. This two years' course has been held in abeyance for the last three years in order to increase the supply of trained teachers for Primary Schools by allowing students to appear at the Certificate Examination after one year's training. Nothing but the great demand for teachers of this class can excuse this procedure, and as soon as this demand is met, the full two years' course will be required of all Normal School students. In the Junior Vernacular Certificate Examination the failures were generally in

Geography and Mathematics. The Jullundur Normal School is the only one outside of Lahore where "special arrangements exist for preparing and sending up candidates for the Zamíndári test. In the third Annual Tournament of the Normal Schools held in January last, Lahore again headed the list, being this time the Champion School in all the three contests—Cricket, Football, Gymnastics and Athletic Sports." Agriculture has been a subject of instruction in our Normal Schools for a long time, but the teaching was mostly theoretical, and only occasionally supplemented by concrete illustrations from the School Miniature garden. The schools generally have now proper farms in their neighbourhood. The students have to work on the farms with their own hands and to observe and note on the processes performed, and the stages of growth of the typical crops, cereals and vegetables grown. The importance of this practical work is enhanced by the fact that a number of those who enter the profession as Primary School teachers do not belong to the agricultural tribes. In Practical Agriculture and Mensuration, the Lahore School continues to make steady progress. At Jullundur Practical work in Agriculture "was done satisfactorily," and in Practical Mensuration "Fields of various shapes were measured and sketches drawn." At Ráwalpindi, a farm for teaching Practical Agriculture has been rented and a well sunk in the school compound. "But the teaching of Practical Mensuration is yet far from being satisfactory." The boarding-house at Lahore was quite full during the year, and provides excellent accommodation for the students. The fine new boarding-house a Delhi was occupied in July, 1906. During the last cold weather it was found to be unhealthy, due principally, it is thought, to the want of a *pakka* drain to carry off the sullage and waste water from the houses on a higher level on the main road. At Jullundur the buildings are not quite suitable, and some modifications are required to improve the ventilation and make the supervision more effective. All the Inspectors speak in high terms of their school and boarding-house discipline and moral tone. Teachers' Associations and the School and Boarding-house Clubs continue to be popular and to do good work. Almost all the students who passed out of the Normal Schools in 1906 were employed as teachers on salaries of from Rs. 8 to Rs. 20 per mensem. The statistics of the Anglo-Vernacular Model Schools attached to Normal Schools have been properly included in those of the Primary Schools dealt with in Chapter V. These schools are prospering, and at Multán, the Inspector says, "the Model School has risen in the estimation of the people. Its increasing popularity is evinced by the increase of its numbers from 57 to 83." The Director-General of Education in India writes in the Log-Book of the school—"I congratulate the Department upon possessing Normal Schools of this excellent type." The system of taking security bonds from the stipendiaries of Training Institutions, to quote the Jullundur Inspector, "is working well inasmuch as no students now leave the school after once joining it without refunding the amount of stipend received." A Conference of all the Head Masters of Normal Schools was held at Jullundur in April, 1906, to discuss certain questions regarding improvements in these institutions. Boxes containing useful English books have been circulated among the Normal Schools. A separate Normal School having been opened at Peshawar for frontier men, the teaching of Pashtu exclusively meant for these men has been discontinued in the Ráwalpindi School.

TRAINING OF FEMALE TEACHERS.

69. *Normal School for Women.*—This much needed School was established in Lahore on January 4th, 1905. The School shows a marked advance, and is now in all respects in good working order. Owing to the appointment of a Pandit at the close of last year, the teaching work is now carried on in all the three Vernaculars—Urdu, Gurmukhi and Hindi. The full staff has been sanctioned both for the Normal School and its Practising School. The difficulties of teaching full grown women who have been for some time out of School are very great. They so quickly forget. This necessitates a good deal of preliminary teaching before they can begin the Normal course. One great gain is the marked improvement in the general use of the blackboard. Last year it was necessary in most instances to teach the women how to hold a piece of chalk, and the result, if not encouraging, was often amusing. That is now a thing of the past, as most of this work is neat and the women have learned the need of the constant use of the blackboard. There is also an improve-

ment in class teaching. When the School was started it was practically necessary to teach each pupil individually; but now class work as such is regular. "During the latter part of the year," says Mrs. Gilbertson, the Head Mistress, in her report, "several village women have joined the School, and many applications from this class of women are being received, which is encouraging." Owing to the outbreak of plague the School was temporarily closed; but, as the virulence of the plague increased, more particularly in that part of the city where the School is situated, the reopening of the School was deferred, and in consequence the Certificate Examinations were abandoned. These examinations have since been held with excellent results. After two years of such work as the School has accomplished it is not too much to consider the School as now well established. But with buildings in no way designed for the purpose and situated in a quarter of the city notoriously subject to plague, the work of training female teachers is at the best carried on in very unfavourable circumstances. The School, together with its Practising School, must be properly housed if it is to meet to any extent the great demand made upon it. The health of the pupils in the boarding-houses and in the School generally has been good. There has been no occasion to call in question the conduct of any. The work has been carried on without friction. The arrangement for classes is not all that could be desired because of the lack of accommodation. Two classes meet under *chhappars* (thatched roofs supported on bamboos). "During the wet weather of last cold season it was trying." The year ending March, 1907, closed with 72 on the rolls. Of these 20 were reading for the Senior and 16 for the Junior Teachers' Certificate Examination. Most of the women are willing to take up work out of Lahore. One woman returns to Patiála, one to Multán. Four women of the Dev Samáj return to their various villages. "The women who left us last year," says the Head Mistress, "came to see us during their winter holidays. They looked happy and prosperous, and I have learned from their Inspecting Officers that they are doing satisfactory work. This visit has had a good effect on the present class." The little Practising School is very imperfect, and yet it is the best we can have. There were 55 children on the rolls at the end of the year. Yet this small number "makes us terribly crowded." The only place where we can put these children is on the ground floor verandah of the school *haveli*. The place is dark, dismal and altogether unsuitable. Efforts were made to secure a building near by for this School when plague broke out in such a virulent form that this idea had to be abandoned for the time being. The boarding-house arrangements are the same as last year. A building some distance away is rented for Hindús under the charge of a Hindu Superintendent. Some of the rooms of the school *haveli* which cannot be used as class-rooms are given up to Muhammadan boarders, of whom, the Head Mistress says, "there are four under my charge;" others make their own arrangements, which is not at all satisfactory. Of the school students, 2 are Indian Christians; 10 Brahmans; 25 non-Brahman Hindús; 4 Sikhs; and 31 Muhammadans. Of the boarders, 7 are Hindús, 6 are Muhammadans, and 1 is a Christian. The total expenditure for the year was Rs. 12,453—all from Provincial Revenues.

70. *Other Training Classes and Results of Examinations.*—St. Bede's College and Auckland House Training Class for Women were opened during the quinquennium. The former had 21 pupils at the end of the year and the latter 8. The total expenditure on St. Bede's College was greater than in the previous year; while in the Auckland House it amounted to Rs. 6,712. The examination results were excellent, as out of 9 candidates who appeared from St. Bede's College 7 passed, 3 standing in the First Division and 4 in the Second. No candidates appeared from the Training Class attached to the Auckland House School, as it was not started till the beginning of April, 1906. Two College Scholarships were held in the Auckland House Training Class and 7 in St. Bede's College. In addition to these scholarships, 17 stipends of the value of Rs. 30 each are given to students who are not members of religious orders. These institutions are doing exceedingly good work, and should, in the course of a few years, work a great reformation in the general teaching of European Girls' Schools. Of the remaining Training Classes, the only School in the Eastern Circle which trains teachers at present is the S. P. G. Victoria Girls' School, Delhi, and this only supplies "its own needs, or at the most those of neighbouring Mission Schools."

There were no candidates for the Certificate Examination from this School, against 2 in 1902. In the Western Circle, there are Training Classes for Junior Anglo-Vernacular teachers at the 2 High Schools in Lahore and Amritsar, and for Senior and Junior Vernacular teachers at the American Mission Boarding School, Siálkot, and the Christian Girls' School, Amritsar, for Christians; and at the American Mission School, Gujránwála, and the Municipal Board School, Amritsar, for Hindús and Muhammadans. From these classes there are 7 passes this year in the Junior Anglo-Vernacular Certificate Examination (of whom 3 passed in special subjects), 8 candidates and 5 passes in the Senior Vernacular, and 7 candidates and 5 passes in the Junior Vernacular Certificate Examination. These results are an improvement on those for 1901-02 in every examination and in every respect. Owing to the number of deaths from plague among teachers in Gujránwála, the Gujránwála School has not been able to do more than supply its own needs. The chief source of teachers has up to the present been the Amritsar Municipal Board School. The training in the Christian Schools is good, being under the management of English ladies acquainted with modern methods. In Kindergarten teaching especially "great advance has been made in the last two or three years." The total expenditure on stipends for the year was Rs. 894-2-0.

QUALIFICATIONS OF TEACHERS.

71. *Male Teachrs in Native Schools.*—The number of teachers has increased during the quinquennium to 7,715, of whom 4,557, or 242 more, are certificated and 3,870 trained. There are thus still 2,989 uncertificated and untrained men in our Public Schools. This is due to the opening of new Primary Schools to which uncertificated teachers had to be appointed till trained teachers are available, and to the fact that teachers in Indigenous Schools examined for grants, and even Arabic, Sanskrit and Gurmukhi teachers in ordinary Schools, are in most cases untrained. Moreover, every effort is being made to secure the services of trained men for at least Government and Board Secondary Schools.

72. *Female Teachrs in Native Schools.*—The girls' schools show in the number of their teachers a very satisfactory advance from 577 to 919. Of these, 136, against 110, hold certificates. Again, 88 are trained, and of these, 8 uncertificated against 3 five years ago. In this connection, the Inspectress, Western Circle, reports that "the shortness of the supply of teachers still remains the greatest obstacle in the way of female education, and to meet the demand we must look to the Government Normal School. The greatest demand is for Hindu teachers of two kinds: firstly, Gurmukhi teachers for ordinary Primary Schools; secondly, Nágri teachers for Hindu Middle Schools, for while the majority of Primary Schools teach Gurmukhi, the Middle Schools (excluding Christian Schools) are for the most part Nágri, which is the language preferred by most Hindús who desire more than the elements. These demands will no doubt be met from the Normal School." Taking the male and female teachers in native schools for boys and girls we find that the number of unqualified teachers is higher by 1,515 than in 1901-02.

Chapter VII.—Special Education.

73. Special education is imparted by means of Professional Colleges, Art, Technical and Industrial Schools for Males and Females, Orphanages, Industrial Sections of Aided Indigenous Schools, Evening Continuation Classes, &c.

I.—PROFESSIONAL COLLEGES.

NOTE.—The Central Training College, Lahore, has been noticed in Chapter VI.

74. *Law College.*—The staff now consists, in addition to the Principal, of an Assistant Law Lecturer and four Law Readers. The numbers have considerably risen during the quinquennium. There is now, however, no Preliminary-in-Law English or Vernacular Class, while five years ago these classes had 49 and 4 students, respectively; but, on the other hand, the opening of First Examination-in-Law (English and Vernacular) Classes of 79 and 8 pupils has been an acquisition. The attendance in the First Certificate-in-Law Classes and in the Intermediate-in-Law English Class has gone down, respectively, from 36 and 24 to 14 and 2, for which no explanation is forthcoming. But the advance from 21 to 103 in the

Licentiate-in-Law English Class is conspicuous. No scholarships or stipends are held in this College. The results of the various Law Examinations on the whole compare unfavourably with those of the last Quinquennial Report. There is a Library attached to the College, but unfortunately it is not up to date. There is no boarding-house, though the want is very much felt. The fee income has risen from Rs. 12,808-12-0 to Rs. 18,502, and the expenditure for the year was only Rs. 11,345 against Rs. 14,073 in 1901-02.

75. *Medical School and College, Lahore.*—Since the year 1901-02, great progress has been made in all departments of the College. Four important additions to the buildings have made for efficiency in teaching, but much more is said to be necessary in this direction to prevent overcrowding and to meet modern requirements. There has been a large increase of students in the College department. From this it is clear that there is no lack of candidates for the higher branches of the medical profession. The falling-off in the school attendance was to be expected after the preliminary educational test was raised during the quinquennial period. "With the rapidly increasing demand for Hospital Assistants and the prospect of an increase of pay, and the improvement of prospects, it may be confidently anticipated," the Inspector-General of Civil Hospitals notes, "that many more men possessing the Entrance Examination qualification will soon seek admission into the School department." A notable feature of the period under review is the large increase in receipts from tuition fees. In the College 64 students against 33 were Government scholarship-holders, and 18, against 21, received their scholarships from Other Sources. The increase on the former side is largely due to an increased number of scholarships awarded by the United Provinces Government since October, 1903. In the School department the number of stipendiary students also represents an increase of 32 over that for 1901-02. The increase is mainly due to the re-opening of the Burma Class. In addition to the above there were 6 Compounders, 6 Ward Orderly Students, the former being paid a subsistence allowance of Rs. 6 monthly, and the latter drawing their regimental pay. The standard of preliminary education required for Compounder students is only, the Principal writes, "the Anglo-Vernacular Middle School Examination," whereas all the other students pass "the Entrance Examination" before admission. "This is a great drawback, for it obstructs the teaching of the whole, which the students now wish to be in English, and makes matters difficult for these students themselves, for they cannot read the English text-books, nor properly appreciate the clinical teaching in the wards. It is very desirable that the qualifying standard of these students should be raised to conform with the others." The Anglo-Vernacular Middle School Examination is no longer a standard test. The increase in the fee income in the case of the School is due to the fact that in 1901-02 only the First Year Students paid fees. One hundred and ninety-one College students appeared in the University Examinations in 1906, and the results were satisfactory, except in Physiology. Of the women students 3 appeared in the Final Examination and 2 passed, while 2 appeared in the Junior Examination, but both failed. The results of the School Examination were also satisfactory. The total expenditure on the College from Provincial Revenues for the year was greater than in the earlier period. The increase is due partly to the revised scheme of pay of the professional staff of the College and partly to the increased number of scholarship-holders. The expenditure on chemicals and furniture, &c., from the same source represents a decrease of Rs. 152, which is due to the full cost of the College indents for chemicals, &c., not having been adjusted during the year. The expenditure on the School from Provincial Funds, too, was large. The important changes which have been effected during the past year in regard to the College are—

(*a*) The formal inspection of the College with a view to its affiliation to the Punjab University;

(*b*) The transference of the teaching of the Preliminary Science subjects to the Government College. This is a very important change, for it sets free the Professors of Anatomy and Physiology for the heavy work they have in their special subjects;

(*c*) The revision of the Medical Regulations by the Punjab University. Since the close of the year the Revised Regulations have received the sanction of Government.

76. *Veterinary College, Lahore.*—Certain changes have taken place in the teaching staff during the year. The difficulty experienced during the previous year in having to provide instruction to Military students undergoing a two years' course, simultaneously with the three years' course of instruction, has happily been removed by the decision that in future Military students shall undergo the ordinary course. The numbers have risen since 1901-02 to 262. The strength of each of the First and Second Year Classes has more than doubled, while the Third Year Class, which was wanting five years ago, contains 109 students. The results of the annual examination of these classes may be considered very satisfactory, the percentage of passes being, respectively, 90·6, 89·18 and 80·76. In addition to the ordinary classes, 45 men from the Transport Department received three months' training as Dressers. During the year 15 men received a nine months' course of instruction in shoeing. Of these, 14 obtained a certificate of proficiency as farriers. As regards the different communities, the increase is shared by Hindús, Sikhs and Muhammadans, the rise on the side of the last-named being from 55 to 162, which is encouraging. The fee income shows improvement. The contingent expenditure was greater, owing mainly to a special grant of Rs. 5,000 for books. Of the patients treated, 3,289 were equine, 1,215 bovine, and 517 canine, and, with the exception of a marked increase in canine patients, these figures are normal. The cases treated have comprised nearly all the known contagious diseases in India. Investigations into several little known diseases have also been made. During the year, the new out-patient clinic has been completed and found of great value. Improvements to the dissecting room, addition to the dog hospital, six new stables and a *post mortem* room in the segregation ward are under construction. The demand for Veterinary Assistants has been very great during the year. The total expenditure for the year was far in advance of that for 1901-02.

77. *Agricultural College, Lyallpur.*—The Director of Agriculture, Punjab, in his letter No. 1615, dated the 11th July, 1907, explains "that the College is not yet built, much less open for instruction. No prospectus has yet been drawn up and no scholars have been admitted. In the circumstances, I regret that the statements cannot be completed." The cost has, therefore, not been included in the expenditure on education in any of the General Tables appended to this Quinquennial Report.

II.—SCHOOLS FOR SPECIAL EDUCATION.

78. *North India Medical School for Christian Women, Ludhiána.*—This School was founded in 1894 by a Committee composed of Medical and Educational Missionaries and others who realised the need of providing Medical training combined with the influences of a Christian Home for the Christian Women of India. Its primary object is to train such women as desire to engage in Zanána Medical Missions, and to fit them to be Medical Missionaries to their country women. It has received the co-operation of some of the leading Missionary Societies, and has also been recognised by Government as a School of Medicine. The rapid increase in the number of students shows that the School is appreciated by those for whom it was designed ; and the constant application for trained workers shows both the great need of such an institution and the confidence placed in the instruction given. The full fees are Rs. 20 per month. These fees cover board and the use of the School Library. Students holding School scholarships are required to sign a formal agreement promising to work, after the completion of their studies, in some Protestant Mission, approved of by the School, for a certain number of years, being one year more than the number of years during which they held the scholarship. Nine of the eleven candidates for the various examinations of the Government Medical College, Lahore, have passed. Three of them took the Lahore Hospital Assistant Diploma. The remainder received Certificates in Midwifery. Three students took the Final Examinations of the School. Two Compounders, one Nurse and Dái completed their courses and passed their Final Examination satisfactorily. There is a great increase in every department of Hospital work. The School is now attracting students from all parts of India. One of the students this year was from Calicut, on the Malabar Coast, another from the Deccan ; Bengal has its representatives in three students from Calcutta. Bombay Presidency is well represented, as also are the United Provinces, the Punjab

and the North-West Frontier Province. Telugu, Maharatti, Bengáli, Hindi, Urdu and Panjábi are the native tongues spoken. All the students, however, unite in using English, the language in which the lectures are delivered. A small band of Compounders and Nurses are taking their course in Urdu, not having sufficient knowledge of English. Several new scholarships given during the year, and the Government grant-in-aid, given since April, 1906, have made it possible to carry on the work of the institution with less strain than in former years. So far as is known, 46 out of the 50 students who have qualified at this institution are at present actively engaged in medical work.

79. *Vaidak and Yunáni Classes* are maintained by the Punjab University—the former at the Dayanand Anglo-Vedic College and the latter at the Islámia College, Lahore. In the former the numbers have gone down to 11 and in the latter to 16.

80. *Madrassa-i-Tibbiya, Delhi.*—This Yunáni School of Medicine appears to be growing less popular. Ten years ago it had 126 boys on its rolls and five years back 100, while at the end of the latter period, the Inspector says, "the roll was 71 only." All were Muhammadans except one who was a non-Brahmin Hindu. The expenditure on the School was Rs. 3,820, including Rs. 1,200 from Municipal Funds for lectures on Anatomy and Surgery by a competent Doctor; and scholarships amounted to Rs. 118, all from subscriptions. The boarders numbered 40 against 35 in 1901-02.

81. *Mayo School of Industrial Art, Lahore.*—The number on the rolls was 301, or practically the same as five years ago. The School maintains its popularity and continues to attract lads from all parts of Northern India. Considerable development has taken place in the direction of stipends granted by Local Bodies, &c., so that any lad considered by the local authorities to be deserving of encouragement is educated in the School free of expense; he is also sanctioned a small subsistence allowance to maintain him while pursuing his studies in Lahore. The work of producing the book on Punjab Wood-Work has progressed satisfactorily during the year. During the year the Principal, who is also Curator of the Museum, visited most of the Provincial Industrial Schools. Several new posts have been created during the year. The most important of these is that of a second Vice-Principal. The gardens and grounds of the School have received considerable attention. The Government of India have sanctioned free accommodation for the head of the institution. Twenty-eight students obtained suitable appointments on salaries ranging between Rs. 20 and Rs. 70; of these 9 as Draftsmen, 9 as Drawing Masters, 1 as Head Master, 4 as Carpentry Masters, 3 as Decorators, 1 as an Assistant Modeller, and 1 as a Thatyár (Metal-worker).

82. *Government School of Engineering.*—Previously this institution had existed as a class attached to the Mayo School of Art and maintained by the Punjab University. It had been carried on for 34 years with an average attendance of 60 students and instructed by one teacher only. During the whole of this time it had been conducted with no little difficulty, as the staff, instruments and accommodation were most deficient. The class, however, in spite of these drawbacks, year by year had succeeded in turning out a number of qualified students, who speedily obtained appointments and were always reported on most favourably by their superiors. This fact having been more than once reported on, and the desirability of a school, organized and conducted on better lines, having been noted, steps were taken early in 1906 to put this School on a better footing and to have it placed under the control of the Education Department. This was done in June, 1906.

A boarding-house was also instituted. The reconstituted School opened with 202 new students, together with 48 students who had already been working under the old arrangement, making a grand total of 250 students on the rolls. The direct expenditure for the year was Rs. 10,174 and the indirect Rs. 14,331. The complete course extends over a period of two years, and the students resolve themselves into two classes. The monthly fee for each student is Rs. 2. Thirteen scholarships at rates varying from Rs. 6 to 12 were current and paid by the Punjab University, the Jínd State, the Municipal Committee, and the District Boards of Gujránwála, Kohát and Dera Isma'íl Khán. Thirty-

nine students appeared in the Examination for Civil Engineering held by the Punjab University in May, 1906; out of these, 25 passed. There is a fair library. The School is in its infancy, and "much remains to be done before it can be said to be an efficiently managed institution." Twelve students obtained employments during the year—of whom 1 on probation, 1 as a Surveyor, and the rest as Sub-Overseers—on salaries ranging between Rs. 30 and Rs. 60 per mensem.

83. *Magic Lantern Readings.*—Twelve lectures illustrated with lime light pictures were delivered in the Victoria Jubilee Institute during the cold weather. Two lectures were delivered to "ladies only." Some additions and improvements to the exterior arrangements of the hall were also adopted. A system of Aceteyline lighting outside was arranged, and on the nights of the ladies' lectures a female door-keeper was employed. Several series of new slides were prepared in the Mayo School of Art according to the special requirements of some of the lecturers. New slides were also procured from the Punjab Science Institute and Messrs. Longmans, Green and Co., Bombay. A circular with lists was also issued to gentlemen who have assisted in the lectures in order to obtain opinions on a series of new slides it is proposed to obtain. Action is being taken on this. During the quinquennium, a magic lantern was supplied to each Inspector, with slides and a screen, and a circular was issued. Inspectors were to interchange their slides. The type of lantern has not proved a success, and a new pattern is being made locally.

84. *Railway Technical School, Lahore.*—The numbers on the rolls are reported by the Inspector to have fallen by 62 during the quinquennium, due to the introduction of the revised Scheme of Studies, and the decrease is confined to the Primary stage only, as the Middle department had 56 against 25 only in 1901-02. The majority of the pupils (244) are Muhammadans, though they alone are responsible for the whole of the falling-off in the numerical strength of the School. Most of the pupils belong to the artisan class, being mostly sons or near relatives of employés in the Railway Workshops. These are charged no tuition fees, while non-artisans paid more fees during the year than five years ago. At the end of the year, 42 Lord Lawrence Scholarships were current in the School, 24 of them being in the Middle and the rest in the Primary department. With the exception of the infants, all the students learn Drawing, 286 belong to the Carpentry Classes, and 53 against 42 in 1901-02 learn Metal-work. The results of the various examinations on both the General and Technical sides were satisfactory, and the institution has made good progress generally. Several improvements have been effected in the buildings during the period under review, and more extensions are being carried out. A good deal of new furniture, apparatus, and other appliances has been supplied during the last two years, and the Railway has presented the School with some discarded machinery which is of great use to the students of the Middle department.

85. A School for the Blind has also been opened recently under the temporary supervision of the Head Master of this institution, and about a dozen students are taught their three Rs. by two blind teachers. It is intended to introduce industrial training.

86. *Evening Continuation Classes, Central Training College, Lahore.*—These classes for Europeans and Natives, which were closed in December, 1904, on account of the difficulty in obtaining teachers who were not already employed during the day, were re-opened in April, 1906. From the first the classes have been fairly popular. The total number admitted during the year was 244. Of these, 32 were Europeans. The numbers on the rolls at the end of the year was 238. About one-fifth of those admitted were employed in the Railway and the Public Works Departments; another one-fifth were engaged in business houses in Lahore; one-fourth of the whole were drawn from the Accountant-General's Office, Civil, Postal and Telegraph Departments; while the remainder consisted of students who had either left the school and not yet secured employment, or of students in other institutions, who, with the permission of the Heads of the Colleges to which they belong, attended the Evening Classes to study subjects not included in the curriculum. About half a dozen of those enrolled were day-school teachers. The average attendance throughout the year was 69 only. About 50 attended regularly and worked steadily throughout the session. Many others attended casually, and a good number came for a short time and then

disappeared. The subjects included in this curriculum were Book-keeping, Type-writing, Précis-writing, Drafting and Correspondence, Shorthand, Mathematics, Drawing, Translation and Re-translation, English Grammar and Composition, and English Texts. No examination was held during the year for local reasons. But the terminal examination was held by the Principal in July, 1907. At this examination students who had attended regularly, shown interest in their work and had progressed in their studies were sent up. Sixty-one students presented themselves, and the results were, on the whole, satisfactory, except in Model Drawing, while no candidate appeared in Mensuration or Political Economy. The teachers here consist of specialists carefully selected for the work, and the efficient manner in which most of the members of the staff impart information and manage their classes shows that a thorough knowledge of the subject on the part of the teacher coupled with avidity to learn on the part of the pupil goes a long way to minimise the disadvantage resulting from the employment of untrained men. The course of studies in Shorthand is intended to cover two years. English Translation and Re-translation Classes were introduced on the 1st October, 1906. The Drawing Classes were started in the month of January, 1907.

87. *Evening Classes, Railway Technical School, Lahore.*—These classes are taught thrice a week on alternate days, and are meant to benefit the artisans, including the apprentices in the North-Western Railway Workshops, employed in their crafts during the day. The number on the rolls at the close of the year was 59 against 46 in 1901-02. The progress made may be reckoned as satisfactory on the whole, and the Inspector says—"as quite justifying the continuance of these classes." The expenditure for the year amounted to Rs. 941, or Rs. 65 more than that for the previous year, and almost equal to the amount spent on them five years ago.

88. *Evening Classes, Victoria Diamond Jubilee Hindu Technical Institute, Lahore.*—These classes had 14 students on the rolls, as against 6 last year and 13 five years ago. Type-writing, Photography, Engraving and Rubber-stamp making are taught here, and the whole expenditure of Rs. 564-8 was met from fees, which is a very satisfactory feature, as it shows that the people have begun to appreciate Evening Classes.

89. *Evening Classes for Women, Lahore.*—These classes have been in existence for about three years. There have been 71 pupils enrolled during the session. Shorthand, Type-writing, Drawing, English, French, Urdu, Domestic Economy, Physiology, Cooking and Dress-making have been the subjects taught. The Shorthand and Type-writing Classes, while not large, have had the most regular attendance. The Drawing Class has been popular. It was started with 9 pupils, rising during the winter to 24. Most of them were beginners. The average attendance in this class has been 16. The English Class was started for Indian ladies. The French Class was well attended during the winter months, but most of the members left for the hills, either for school or as teachers. The Cooking and Domestic Economy Class did useful work; the same may be said of the classes in Physiology and Hygiene and in Dress-making.

90. *Municipal Board Industrial School, Delhi.*—This is an Anglo-Vernacular Industrial Middle School, but the Middle department has never prospered. The total roll was 78 with 3 in the Middle department, against 58 five years ago. In addition to the General subjects all the boys were learning Wood-work, and 36, or those above the First Primary Class, were also learning Drawing.

91. *District Board Industrial Primary School, Hissar.*—This is a new School, having been opened in September last. The roll was 15. Boarding and lodging are provided for 12 out-station boys, and 3 are day pupils. The District Board has sent a man to Madras to be trained in Leather-work on a scholarship of Rs. 15. A man has also been sent to the Mayo School of Art, Lahore, to learn Wood-work with a view to his being employed in this School on his return.

92. *Indra Prastha Hindu Kannya Shik-Shálaya.*—The Government Inspectress reports that at the head of this school "there is a trained European teacher—it is certainly one of the most promising schools in the Eastern Circle. Drawing, Modelling, Paper-folding and Brush-work are taught, and Drill and Kindergarten games have been introduced, and seem to be much appreciated."

93. *S. P. G. Mission Indigenous Industrial School for Girls, Delhi.*—This is an Aided Boarding School for low-caste Christian girls. The roll remains unchanged, *viz.*, 33. The three Rs, through the medium of Roman-Urdu, and Needlework, Knitting, Spinning, Leather Shoe-embroidery and Household duties are taught.

94. *Girls' Aided Indigenous Industrial School, Salámatpur (Gurgaon).*—The numbers here rose from 64 to 79. All were Native Orphan Christians, except one who was a non-Brahman Hindu. Roman-Urdu is the medium of general instruction, and the special subjects taught are Needlework with embroidery and Lace-making. "The work is extremely promising, and the institution, in which the principle of self-help is taught in a very systematic manner, is one of the most interesting in the Circle."

Some of the buildings need replacing by more permanent structures. The girls do all their own domestic work, cooking, drawing water, gardening, and even build the mud walls of the "nests" as the separate houses for delicate children are called. Lace-work and drawn-thread-work is really well done.

95. *Boys' Aided Indigenous Industrial School, Gurgaon.*—The roll fell from 39 to 31. All but 2 *Chamárs* were Native Christians, mostly from low castes. In addition to the 3 Rs, Tailoring, Shoe-making, Native and English, and Carpentry are taught as industrial subjects. The School continues to be well managed, and is satisfactory in every respect.

96. *District Board Technical School, Ludhiána.*—Drawing, Carpentry and Blacksmithy are taught on the Technical side, and Urdu, English, Arithmetic, Object Lessons and Elementary Science on the General side. The roll was 134 against 118 in 1901-02. Of these, 98 were sons or relatives of artisans; and the fee income amounted to Rs. 326 On the Technical side all the boys presented for examination were successful by the three standards; while on the General side the results were satisfactory on the whole.

97. *Christian Boys' Boarding High School, Ludhiána.*—This School has two workshops attached to it. Three boys learnt Carpentry and 2 Tailoring.

98. *Aided Indigenous Industrial Girls' School, Jullundur Cantonment.*—This is the only technical institution in this District; Spinning and Cotton-cleaning are taught to 50 girls in addition to the 3 Rs.

99. *Orphanage Indigenous School, Ferozepore Cantonment.*—In this District this is the only School where Drawing, Tailoring, Carpentry and Knitting are taught.

100. *Christian Orphanage School, Panahpur (Hoshiárpur).*—Here some good Embroidery work is done, as also Spinning and Needlework.

101. *Indigenous Girls' School, Choratgarh.*—This is also in the Hoshiárpur District. Here Carpet and Dari-making are taught, besides Spinning and Needlework.

102. *Mission Industrial Christian Girls' School, Pasrúr (Siálkot).*—This is a semi-technical institution started during the quinquennium, where Spinning, Weaving, and other home industries are taught. Industrial training is also given to a few Christian boys at Nárowál in the Siálkot District.

103. *Municipal Board Industrial School, Amritsar.*—The technical subjects are Drawing, Carpentry, and Repoussé-work (*Chatera*). Urdu and Arithmetic are also taught. A few pupils continue their studies in the Mayo School of Art, others become draftsmen, carpenters, and artisans. One boy who left the School during the past year secured a post as Draftsman on Rs 25 per month, which may be taken to represent the high water-mark of attainable employment. During the quinquennium the number of pupils rose from 152 to 191, of whom the majority were the sons of Muhammadan and Sikh artisans, exempted from paying school fees. The fact that the technical training is supplemented by a certain amount of general instruction, for which no fee is charged, is a strong inducement to parents of this class to send their boys to the School. The expenditure fell to Rs. 2,955, of which only Rs. 163 were contributed by fees. The technical instruction was tested by the Vice-Principal of the School of Art, whose report was favourable, and 93 out of 98 boys passed. Request has frequently been made for a little English to be added to the curriculum in

connection with the technical subjects. The surroundings of the buildings are unhealthy, and part of the class accommodation is unsuitable, but the Municipal Committee, "which evinces no interest in the school," is not likely to provide better quarters. The institution is undoubtedly a benefit to the artisan class of Amritsar, though its sphere of usefulness is somewhat restricted.

104. *Government Clerical and Commercial School, Amritsar.*—The Clerical and Commercial Classes attached to the late Municipal Board School at Amritsar had, since June 1st, 1902, been separated from the School in the hope that they would prdouce better results as a separate institution, which on January 1st, 1905, was taken over by Government. The School is on the same lines as the Clerical and Commercial Classes attached to High Schools elsewhere, except that arrangements are made for a few senior students to learn Type-writing. The experiment of converting Commercial Classes into a separate School cannot be pronounced a success, as the institution is neither efficient nor popular, and the numbers have fallen to 38. Many of the pupils join in the second year of the course, and although comparatively few subjects are taught, the result achieved leaves much to be desired; the boys are backward as compared with those of other High Schools, the work is slack, and discipline is lax. Nine out of 18 candidates passed the Clerical and Commercial Examination of 1907. Successful students usually obtain clerkships in Government and other offices.

105. Besides the above institutions in the Amritsar Circle, there are a large number of private Mahájani Schools which give a technical training for commerce. There appears to be a slight falling-off in such schools during the quinquennium, but "the figures are not reliable". The present number is stated to be 40, with 2,861 pupils. Most are situated in the city of Amritsar.

"It will be seen, therefore," the Inspector reports, "that such technical training as is available in the Circle limits itself to the production of office clerks, shop assistants, carpenters and artisans, and draftsmen. In all cases the training is merely a foundation, which had to be supplemented by practical apprenticeship in order to become of marketable value. This is specially true of industrial work, and hence the pupils of an Industrial School are chiefly those who have relations already engaged in the employment which they are learning. Such a School, therefore, is not likely to thrive except where there is already a well established industry. Suggestions have been made for opening schools of carpentry and metal-work at Siálkot and Kotli Lohárán, which answer to this description, but the Local Bodies have enough to do to meet the present educational demands without incurring new liabilities. Commercial training cannot aim for the present at producing experts whose services command high salaries, as there is no evidence of a demand for school-trained experts. But there is always a demand, both in business and Government offices, for clerks with sufficient knowledge of English to write a good letter in a legible hand, and who know type-writing and possibly shorthand; and business classes in these and kindred subjects for youths who have completed their High School education might usefully be started at such centres as Amritsar and Siálkot."

106. *Clerical and Commercial Classes in Government High Schools, &c.*—Such classes were opened during the year at Lyallpur, Ludhiána, Ferozepore, Miánwáli, Delhi and Siálkot; and only recently at Gujránwála, Bhera, Ráwalpindi, Hoshiárpur and Multán. The causes of delay in opening these classes are the paucity of teachers, the prevalence of plague in some Districts, and the hesitation on the part of the Fourth High boys in beginning the new courses when the year had far advanced and their consequent inability and uncertainty to finish the new courses in three or four months. Such classes formerly attached to the Government High School, Rewári, disappeared at the end of the quinquennium. The roll at Delhi was 21. The Clerical and Commercial Classes attached to the Ráwalpindi Mission School continue to do good work. They have generally shown satisfactory results since their establishment. The classes of the Mission and Government Sreshta Níti High Schools, Ráwalpindi, have, since May, 1907, been taught together by the teachers of both the schools, the rates of fees for the boys of these classes of the Upper Primary Mission School now being the same as charged in the Government School, and not three-fourths of the Code rates as allowed for Aided Schools. This inter-school teaching of the Clerical and Commercial Classes is a new feature, and will, the Inspector says, "be fully described in the next report." In the beginning of the quinquennium there were such classes attached to the Mission, Khálsa and Municipal Board Brándreth High Schools at Gujránwála, but were closed one after the other for want of due appreciation on the part of the people. Speaking generally

of the Province, it may be observed that a considerable increase in the number of Clerical and Commercial Classes has taken place; they have more than trebled since the last quinquennium, with a corresponding increase in the expenditure. The dearth of qualified teachers has considerably hampered the progress of these classes. The Clerical and Commercial Courses are being revised, and will be introduced as soon as they are ready. Steps are being taken to prepare a complete list of books of reference on the subject. They will be supplied gradually to the Government Schools concerned. The question of giving a practical training to Clerical and Commercial Teachers was taken up in August, 1905. Letters were issued to 10 important firms, 4 of which have since replied. They all agree to undertake the training of teachers, not exceeding one at a time, under certain reasonable conditions. One of the firm requires that they should observe the same discipline and hours of attendance as their other employés do. In one case the lodging of security by the apprentice teacher has been considered as indispensable.

107. *Victoria Diamond Jubilee Hindu Technical Institute, Lahore.*—The roll was 51, against 67 five years back, all of whom, except 6 Sikhs, were Hindús. The majority of the pupils were non-artisans, and 10 of them were Brahmans. The special subjects now taught are only metal-work, carpentry and drawing. In a Zanána Branch of this institution in the city of Lahore, Needlework is taught to some 12 girls. Twenty-one stipends were current, and the expenditure on them amounted to Rs. 648-6-0, all from subscriptions, Rs. 15,366 were spent on establishment and contingencies, to which Rs. 1,200 each were contributed by Provincial Revenues and Municipal Funds, and the balance was met from subscriptions. Besides this, there was indirect expenditure of Rs. 6,420, also from subscriptions. No pupil has been reported to have passed any Public Examination, but this institution is doing useful work, and the students turned out by it get good employment.

108. *Technical Classes, Dayanand Anglo-Vedic College, Lahore.*—In 1901-02, two classes, *viz.*, Tailoring and Engineering, were reported to be attached to this institution. These were also noticed in the Report for 1905-06. But this year, the Inspector writes—"The Dayanand Anglo-Vedic College continues to have an Engineering Class."

109. *School of Surveying, Islámia College, Lahore.*—The Inspector writes thus—"The School of Surveying kept by a retired Supervisor on the grounds of the new Islámia College building deserves special mention, as it has been successful in providing several Surveyors and Draftsmen for Government offices."

110. *Clarkábád Mission Orphanage.*—Carpentry, Tailoring and Shoe-making are taught in this institution to some 20 boys.

111. *Islámia Orphanage, Lahore.*—About 35 boys of this institution maintained by the Anjuman-i-Himáyat-i-Islám, Lahore, learn socking, knitting by machines, weaving with a Japanese loom, tailoring and drawing, while almost all the senior orphan girls learn needlework and cooking.

112. *Gandharva Mahavidyálaya, Lahore.*—This Hindu School of Music teaches vocal and instrumental music to 40 students, but, says the Inspector, "continues to work on antique rather than modern lines, and consequently cannot, in my opinion, do much towards reviving music in India."

113. *Aided Indigenous Christian Orphanage Industrial Home, Gujránwála.* This is the only institution for special education (other than the Normal School already dealt with in Chapter VI) in the Ráwalpindi Circle. It is a Boarding School. As special subjects, Weaving, Carpentry, Drawing, Tailoring, Smithing and Gardening are taught. In weaving fly-shuttles are used, and good cloth is produced. Shoe-making and cane-working also have lately been introduced. The successful boys are either employed in their own institution or they manage to set up their own independent business. The School is really doing a very useful work. The buildings and offices provided are quite adequate and suitable, and the boarding-house is very comfortable. The roll has risen to 85.

114. *District Board Boys' Urdu Primary Industrial School, Muzaffargarh.* The only School of its kind in the Multán Circle opened during the quinquennium. Of the 30 pupils on the rolls, 27 were Muhammadans. Of the 16 boarders, 2 were Hindús. Instructionally the School is fair. It needs better equipment urgently.

115. *Aided Indigenous Industrial Nágri Girls' School, Daira-i-Dín Panah (Muzaffargarh District).*—Of the 34 girls (all Hindús) 4 were Brahmans. The instruction was satisfactory. This School was opened during the period under report.

116. *Unaided Nágri Girls' School, 'Alipur (Muzaffargarh District).*—This is now not open to inspection. It had the names of 30 Hindu girls (of whom 3 are Brahmans) on its rolls. Needlework is the only handicraft practised.

117. *Aided Gurmukhi Girls' School, Mankera (Miánwáli District).*—This is one of the two old schools which existed in the Multán Circle in 1901-02. Its roll has risen from 34 to 49. The school-house is not commodious. Instruction was fairly satisfactory. "Cotton-spinning was generally good but needlework only fair."

118. *Aided Gurmukhi Girls' School, 'Isa Khel (Miánwáli District).*—This too is an old School. Its roll has risen from 83 to 93. It is one of the biggest schools of its kind in the Multán Circle. "Instructionally it is certainly the best of the Industrial Schools. The 3 Rs, needlework and cotton-spinning are all taught with much success. Even physical training received attention."

119. *Aided Gurmukhi Girls' School, Músa Khel (Miánwáli District).*—It had 36 names on its rolls. The school is held in a *dharmsála*. Instruction in General and Special subjects was fair on the whole.

120. *Arya Samáj Aided Nágri Girls' School, Lyallpur.*—Of the 95 Hindu girls on its rolls 6 were Brahmans. The School is held in a commodious and well furnished building. Instruction in General subjects was fair on the whole, and in needlework and spinning good.

121. *Khálsa Diwán Aided Gurmukhi Girls' School, Lyallpur.*—It had 55 pupils—29 Hindús and 26 Sikhs. The School is held in a suitable and airy building. Instruction on the General side was "very fair on the whole."

122. *American Mission Unaided Girls' School, Lyallpur.*—The school is not open to inspection. It had a roll of 12 Native Christian and 15 Muhammadan girls—all in the lower classes.

123. *C. M. Aided Girls' School, Montgomerywála (Lyallpur District).*—Of the 61 girls on the rolls, all but 2 Muhammadans were Native Christians. The School is held in a large and airy room. Instruction on the General side was fair on the whole, and on the Technical side "very fair."

124. *C. M. Aided Girls' School, Batemanábád (Lyallpur District).*—It had a roll of 30 Native Christian girls, mostly in the lowest class. The School is held under a shed. Instruction on the General side was fair, and on the Special side satisfactory.

125. *General remarks.*—The Shorthand Classes at the late Municipal Board (now Government) High Schools at Ludhiána and Hoshiárpur, the Drawing Classes at the former, the Sozankári School, Gujrát, and the similar school, Maghiána, established in 1902-03, were closed for want of pupils. The Telegraphy Class, &c., at Sanáwar Military Asylum, has already been noticed in Chapter IX. Drawing has been introduced into every Government Secondary School. The number of institutions and classes for special education and their numerical strength have much advanced during the quinquennium; while the expenditure has gone up most remarkably higher. The Lahore Inspector remarks—"The Scheme of Studies for Industrial Schools has been revised during the quinquennium under review, with the result that, as more time is now devoted to Special than to General subjects, these institutions only attract as students those who have a genuine desire for practical and industrial work. The Simla and Montgomery Districts are still without any Industrial School of any kind, though the opening of Board Primary Schools for girls in both of them has led to more instruction in needlework. In the Lahore District satisfactory success has been achieved in popularising technical education through Government and private agency, and the increased attendance in the special institutions proves that the people have begun to appreciate this useful and important branch of education. Besides these special institutions, there is no lack of influences at work even in the ordinary Primary School, which conduce to technical education. Object Lessons, the introduction of Kindergarten occupations, the teaching of Practical Mensuration, Agriculture and Sanitation in a rudimentary form in the schools for boys, and of Domestic Economy and Needlework in those for girls, as well as the increased attention paid to Drawing and Physical Science everywhere, must be regarded as preliminaries to this form of education, and are likely to influence it considerably in future." The Ráwalpindi Inspec-

tor says—"It is to be regretted that technical education has made no advance during the last five years." The Multán Inspector, speaking of the technical and special institutions other than the training institutions in the Circle, writes thus—"Their number has gone up from 2 to 11 in the quinquennium under review. Their attendance too has risen very considerably, *viz.*, from 83 to 541. Of the 541 pupils, more than two-thirds are Hindus, more than one-sixth Native Christians, about one-twelfth Muhammadans, and about one-eighteenth Sikhs. Only 98, or less than one-fifth, are boys." Multán, Jhang and Dera Ghází Khán Districts "are at present without any kind of Industrial or Technical School." A School of Music, known by the name of Harmonium School, was opened in the city of Multán, but the Manager intimated during the year that "neither the school nor the registers were kept regularly, expressed his inability to furnish statistics, and requested postponement of the inspection." Speaking of Indigenous Industrial Schools, the Inspector adds—"As in other girls' schools of the Circle, needlework is generally taught with good results. But spinning and ginning are not taught with due regularity, though the girls find opportunities to have simple exercise in these common handicrafts at home. The results obtained on the General side have been very fair on the whole. The large increase in the number of institutions has considerably raised the annual expenditure from Rs. 261 to Rs. 4,069. A little less than half the expenditure was drawn from 'Endowments' and a little more than half from all Other Sources taken together. The District Funds contributed Rs. 990 and the Municipal Funds Rs. 881; Rs. 197 were met from subscriptions, and only Rs. 19 were realized from fees. Thus the special schools of the Circle have shared to some extent the general educational progress made during the year." Such special subjects (of non-Industrial Schools) as Physical Science, Clerical and Commercial subjects, Practical Mensuration, Practical Geometry, Practical Agriculture, Drawing and Singing have already been dealt with in their proper places in the Chapters on Secondary, Primary and Training Schools—"There has been some improvement in the teaching of every one of thes subjects." The Multán Inspector concludes by saying that "the need of facilities for systematic instruction in industrial and technical subjects in this Circle is keenly felt at more than one centre. As is evident from the above brief statement, very little is done at present.

Chapter VIII.—Female Education.

126. *Secondary Schools.*—The number of Secondary Schools for girls has increased during the quinquennium by 5. The attendance has also gone up at every stage, and at the Secondary stage in a greater proportion than at the Primary, which is a hopeful sign. The closure of the so-called High School at Gujránwála, referred to by the Inspector, is thus explained by Miss Francis, Inspectress of Schools, Western Circle—"The Gujránwála Mission School had for a year or two an Entrance Class of a few Christian girls, and was reckoned a High School. The Entrance Class was discontinued, and it was again reckoned . . . . a Vernacular Middle School." In the Western Circle all the larger towns, excepting Ráwalpindi, have Vernacular Middle Schools, and at Ráwalpindi too it is under contemplation to open a school of the Middle grade as soon as teachers become available. In the Eastren Circle also, to meet the growing demand for Secondary education for girls, Middle Classes are about to be opened at Gurdáspur, Batála, Ludhiána and Jagráon.

127. *Primary Education.*—There were at the close of the year 216 more Primary Schools for girls than five years ago—the increase being of 161 in Government and Board Schools, of 51 in Aided and of 4 in Unaided Schools—due, in the main, to the liberal Government grants made to the District Boards. The attendance, too, has very largely advanced at both the upper and lower stages. The expenditure has also considerably increased, except in Unaided Schools; while in Aided Institutions the falling-off on the side of Provincial Revenues, Fees and "Other Sources" has been more than counterbalanced by the large increase from Local Funds. Miss Francis, speaking of the great increase in Primary Schools in her jurisdiction, remarks—"It is almost all in the Ráwalpindi Circle, where the schools have more than doubled their number, rising from 83 to 180. There has been a large increase in the Multán Circle also, *viz.*, from 26 to 43." Three hundred and one boys attend the girls' schools in the Province.

128. *Comparison of Districts.*—The leading District is Amritsar as in 1901-02, with 2,524 girls attending Public Schools and Zanána Classes; Ráwalpindi returns 2,442; Lahore 1,947; Siálkót 1,660; Gujránwála 1,456; Jullundur

1,310; Shahpur 1,142; Attock 948; Jhelum 908; Ludhiána 879; Gujrát 821; Delhi 779; Gurdáspur 773; and Ferozepore 759. Simla, Karnál, Lyallpur, Hissár and Montgomery are the most backward Districts as regards general education.

129. *Comparison of Circles.*—The Inspectress, Eastern Circle, writes thus—"The southern part of the Punjab is still the least progressive in the matter of female education though there is a small increase in the number of schools. It is satisfactory that besides the three Private Hindu Schools opened in Delhi in 1905-06, it has been found practicable to open an Urdu District Board School for girls in Delhi itself. This school at the time of my inspection was doing very good work. The Mission Schools almost everywhere are the most satisfactory; but there are good Board Schools also in the Ludhiána, Ferozepore, Jullundur, Rohtak, Hissár and Gurdáspur Districts. The only really flourishing Board School in the Delhi District is the one at Najafgarh. The increase in the number of schools is most marked in the Ferozepore, Jullundur and Gurdáspur Districts, being from 9 to 32 in Ferozepore, 30 to 45 in Jullundur, and 8 to 21 in Gurdáspur. The opening of so many new schools is due to a large extent to the energy of the District Inspectors and their Assistants." In this connection the Inspectress mentions the following gentlemen for their warm personal interest in the promotion of female education:—(1) Bhái Takht Singh, the energetic Manager of the Khálsa Istri Mahávidyála, Ferozepore City; (2) the members of the Deva Sámáj through whose unremitting exertions the Anglo-Vernacular Middle School of the Samáj at Ferozepore has become one of the most flourishing institutions in the Eastern Circle; and (3) Lála Deva Ráj of the Kannaya Mahávidyála, Jullundur, who has devoted his whole life to the cause of female education. Miss Francis says—"In the quinquennium there has been a great increase in the number of schools. There are now in the Western Circle alone 14 Secondary and 336 Primary Schools, against 15 Secondary and 325 Primary Schools in the undivided Punjab, including the Frontier Province, five years ago. . . . . The total number of scholars in all schools has risen from 9,395 to 15,445, an increase of 68 per cent. This increase is nearly all due to the opening of new Primary Schools, especially in the Ráwalpindi Circle. The Secondary departments, however, show almost no advance. The reasons for this stagnation, in my opinion, are two. First, the plague, which has fallen with exceeding severity on the towns of the Central Punjab, in which most of the Middle Schools are situated. At Lahore, Amritsar, Gujránwála and Siálkot, schools have been repeatedly closed for one or two months, and many teachers and pupils have died. When the schools have re-opened, it has been found difficult to collect again all the former pupils, or to fill the gaps caused by deaths of teachers. The second cause is that, owing to the growing demand for English, many Christian girls have left to go to European Schools, and non-Christians, finding no Anglo-Vernacular Schools but those in which the Christian religion is compulsorily taught, have preferred to educate their girls in their own houses. The attraction of the higher scholarships given in the Normal School for Women has also drawn away some who would have remained in Vernacular Middle Schools." It may be added that in the Multán Circle an Industrial side has been added to a number of Girls' Indigenous Schools.

130. *Expenditure.*—The total expenditure on female education, both for Indians and Europeans, has very considerably increased during the period under review. Fees are charged in some of the Aided Schools in the Delhi and Amritsar Circles, in the Deva Samáj School at Ferozepore, and in one or two schools of the Multán Circle. Fees were formerly charged in the Municipal Board Nágri School at Dera Gházi Khan, but they were discontinued last year. The Inspector remarks—"It is feared that the demand for fees, however light, will injuriously affect the attendance."

131. *Scholarships.*—Twenty-nine more scholarships were current in the Secondary departments and 7 fewer in the Primary than in 1901-02. The increase in the former is shared by both the Eastern and Western Circles. On the whole 22 more scholarships were held in girls' schools than at the close of the earlier period. On the system of the award of these scholarships Miss Francis makes the following remarks:—"I have frequently expressed the opinion that the scholarships given to little girls in the Upper Primary department are on the whole a waste of public money, and frequently tend rather to limit than to increase the numbers, since those who do not receive them do not attend school while others are receiving payment for attendance. Their chief advantage lies in insuring regular attendance. In some Mission Schools the experiment has been made of refusing these Scholarships altogether, with entirely satisfactory results. A far smaller sum spent in annual prizes would, I think, have more effect. At the last Conference on Female Education, however, the preponderance of opinion was in favour of the retention of these scholarships, and private or public bodies usually suggest adding to them as the best means of encouraging female education." Regarding Primary scholarships in the Multán Circle the Inspector says—"In the upper section every second girl gets a scholarship, while in the Middle Classes the proportion is still greater, every

three girls out of four are scholarship-holders." As to annual prizes, the Lahore Inspector remarks—"With a view to give impetus to education for women it is necessary to provide funds for the distribution of prizes and sweets as rewards to those who have attended school regularly and have shown diligence in their studies."

132. *Results of Examinations.*—The results of the Matriculation Examination and those of the Middle Standard Examination compare favourably with those for 1901-02. But the same cannot be said of the Anglo-Vernacular Middle School Examination results. In connection with the results of the Middle Standard Examination Miss Francis says—"Of the passed candidates, 22 were Hindús or Sikhs, 6 Muhammadans, and 6 Christians. There is a very remarkable change in the position of Hindús in these results, since in 1902 there were only 8 Hindús or Sikhs, while there were 14 Muhammadans and 14 Christians. The vernaculars taken show a similar change . . . . . There is no doubt that Hindús are finding it possible to attend school for a longer period than formerly, owing, I believe, to a growing feeling among educated Hindús against the custom of child marriage." Miss Sime, the other Inspectress, also concurs in these views. Her remarks on the unfavourable results of the Upper Primary Examination are worth quoting. She says—"Plague may have something to do with the smallness of the numbers; but in some places where previously there were always some candidates for the examination and now there are none, I am given to understand that the teachers themselves are not capable of teaching beyond the Third or Fourth Class, and do not therefore endeavour to keep the girls at school." Recently in the Punjab, Government has recognised Roman-Urdu and Roman-Panjábi also as a Vernacular for all public examinations for girls. The measure is expected to prove to be of great help at least to Christian pupils. The Upper and Lower Primary Examinations have not been abolished as public tests for the sake of scholarships, but the result grant system has been replaced, as in the case of boys' schools, by the block grant.

133. *Domestic Economy, Needlework, &c.*—Both the Inspectresses speak somewhat unfavourably of the progress made in Needlework in non-Christian Schools and consider that it requires greater attention and encouragement. Miss Francis says—"Needlework may be spoken of under two heads: first as a useful domestic handicraft; secondly as an art or remunerative industry; under the first may be included plain sewing, the mending and making of clothes for the family; under the second, lace, embroidery, or other work which may be a means of livelihood. The first is excellently taught in all Christian Boarding Schools. . . . .Knitting is popular, and is easily learnt by children. The beautiful *phulkári* work special to the Punjab is becoming regarded by townspeople as rustic, and needs encouragement if it is not to die out. *Jáli* or net embroidery is fairly well done, especially by Muhammadans. Christians do drawn-thread and crochet, but not up to a standard which would make them remunerative: It is not possible to carry such industries very far in Primary Schools, and more encouragement should be given to them in Middle Schools." As regards the teaching of Domestic Economy, very fair improvement is discernible in Christian Boarding Schools; but, as the Inspectresses say, it is difficult to arrange for instruction in the subject in day schools. It is, however, encouraging to see that in some denominational schools, such as the Kanya Mahávidyála, Jullundur, and the Deva Samáj School, Ferozepore, Domestic Economy receives good attention. The new Vernacular text-books for girls which the Text-Book Revision Committee is writing will contain lessons on subjects suited specially to the requirements of girls. On the subject of physical exercise in girls' schools, Miss Francis says—"It is practised in all Christian Schools, but among Hindús and Muhammadans is sometimes objected to on grounds of propriety; games, however, are growing in favour as a part of school routine, especially in Sikh Schools." As regards Kindergarten, the Lahore Inspector remarks—"Kindergarten has been taught with great success in the Infant Classes of the Lady Dufferin Girls' School and Clarkábád Orphanage. Drawing has improved in the Victoria School, and has been taught from the second class upwards with excellent results."

134. *Training of Teachers.*—The training of female teachers has been noticed in Chapter VI. Under this head, Miss Francis reports thus—"The shortness of the supply of teachers still remains the greatest obstacle in the way of female education, and to meet the demand we must look to the Government Normal School." The Examinations for Female Teachers' Certificates were not held this year at Lahore and Gujránwála on account of the prevalence of plague.

135. *Comparison of Christian, Hindu and Muhammadan systems of education.*—The following most interesting remarks are from Miss Francis, the Inspectress of Girls' Schools, Western Circle, and are generally applicable to the Province as a whole:—

"*Christian Education.*—The Schools for the Christian community form a complete system. The Church Mission and the Presbyterian Missions have each a complete series of

schools including Anglo-Vernacular High Schools, Vernacular Middle Schools, and Industrial Low-caste Schools, with training classes, both Vernacular and Anglo-Vernacular, the highest teaching being done by English lady-graduates. In the teaching of all these schools there has been great advance of late years, more especially in a practical direction, in Kindergarten, in drawing, and in concrete methods of teaching. The High department, as I have said, does not show the advance in numbers which might be expected, and the reason for this is that the higher classes of Native Christians desire a more English education than is given in the Anglo-Vernacular Schools. Consequently many of the best pupils leave for European Schools and Convents. The other noticeable movement in Christian Schools is in the lowest grade. An increasing number of low-caste Christians are receiving education, and it is felt that their education should be on more industrial lines. Weaving has been introduced in one school, and the general course has become more practical. Much more, however, remains to be done in the teaching of industries."

"*Hindu Education.*—In Hindu education there has been, firstly, a very striking increase in the number of Gurmuki Schools, both District Board and Aided Indigenous. These schools have the great advantage of teaching the reading and writing of the mother-tongue, and thus giving Vernacular Primary education in a truer sense than any others, and of teaching the character of the religious books which are accepted by all Sikhs and many Hindús. I think, however, in some cases it would have been advisable not to open a school till a satisfactory teacher could be found. Another remarkable feature in Hindu education is the large number of Indigenous Schools, which the favourable rules in force have induced to come upon the grant-in-aid lists. These schools are either Gurmukhi, under Sikh management, or Nágri under the Arya Samáj, and are mainly intended for religious teaching."

"*Muhammadan Education.*—Although many Urdu Schools have been opened, Muhammadan education does not show much vitality. The causes for this are :—Firstly, the *pardah* system, and the strong objection among Muhammadans to send their girls out of their houses, or to have them taught by men. Secondly, the language difficulty. While Muhammadans will accept no vernacular but Urdu, yet Urdu is not the spoken language of the women, especially in the west, where Muhammadans are in the majority, nor is it the religious language. There is therefore little inducement to learn it".

"*Anglo-Vernacular Education.*—The educated Muhammadans of the larger centres, however, have of late begun to desire an Anglo-Vernacular education for their girls, and it is here only that the education of the three religions finds a common ground. There is at present no Anglo-Vernacular School for non-Christians, and both Hindús and Muhammadans of the educated professional classes have withdrawn their daughters from the Vernacular Schools and have either sent them to Christian Schools, where these would admit them, or engaged teachers for them in their own homes. The proposed Victoria May School may meet this want."

136. *Home Education Classes.*—In the Eastern Circle, out of the 13 Districts, 7 are returned as having these classes, with a total attendance of 522 girls. The Western Circle, with 16 Districts, is represented only by 4 Districts, namely, Lahore, Amritsar, Jhelum and Siálkot, showing an aggregate roll of 407. On this point, the Multán Inspector writes thus—"In addition to the educational work carried on in schools home teaching helped in some measure by Zanána Missions, as at Multán, is an important factor in the growth of female education. The Zanána Mission at Multán have worked amongst women and girls without intermission for many years. Miss F. L. Wadsworth, the lady in charge, informs me that they now teach elementary subjects, *i. e.*, reading and writing in about 60 houses, besides three small schools." The Lahore Inspector remarks—"Women belonging to high castes and those living in *pardah* could be greatly benefited by the opening of home classes in suitable streets of large towns under Government supervision and by the appointment of itinerant female teachers on good salaries. At present such classes are maintained in Lahore by A. P. and Z. B. and M. Missions and the Punjab Association, in which 257 women read against 225 in 1901-02—170 read Urdu, 47 Hindi, 19 Panjábi, and 30 English."

The *Soirees* and *pardah* parties given under the auspices of the Punjab Association have proved of some help in furthering the promotion of friendly intercourse between Englishmen and Indians as also between the different classes of the Indians themselves. In this Province several *pardah* parties were given during the last five years by Lady Rivaz at Government House, and the example set by her has been followed by several other ladies, English as well as Indian.

The Jullundur Inspector reports—"During the year under report Zanána Classes were maintained by the Missionary ladies in Jullundur, Ludhiána and Ferozepore with 44, 124 and 16 pupils, respectively, or 184 in all. Of these, 67 were Hindús, 8 Sikhs, 98 Muhammadans and 11 Christians. Of these, again, 99 learnt Urdu, 35 Hindi, 48 Gurmukhi, and 4 English. The Muhammadan community benefits the most from these classes. The disinterested efforts of the Missionary ladies to spread the light of knowledge in Indian homes are laudable." The Ráwalpindi Inspector observes—"This Circle is

still behind in Zanána Class teaching, the only Zanána Class, at Jhelum, is doing useful work."

137. *Physical Training* seems to have received increased attention during the period under review. It is true that the number of schools in which it forms a regular part of the course of instruction is yet very small; but the amount of interest that the subject is attracting despite opposing social customs is noteworthy. The following remarks of Lála Sundar Dás, Súri, the Multán Inspector, deserve to be quoted in full:—"Many of the school buildings, though well situated, ... are not spacious enough, nor have they compounds for the games of children. As a consequence, physical training does not take its proper place. But where, as in some schools, there is room enough, and the girls are freed from the restraints of the class-room and receive some encouragement they take to native games with the same freedom and spirit as boys. This is particularly the case when the mistress herself has been brought up under the modern system in an institution like the Kannya Mahávidyála of Jullundur. But what is omitted at school is supplied in the open spaces in towns and villages where both boys and girls have their play to their hearts content."

138. *Co-education of boys and girls.*—The Ráwalpindi Inspector reports—"The scheme of allowing girls to read in village schools for boys . . . . has not found favour with the people in this Circle, and there was no girl reading in any Government, Board or Aided School for boys at the last annual inspection. The assumption that mixed education is foreign to the ideas of the people does not hold good, as in several private schools girls are taught with boys. It seems to me that either the teachers in boys' schools have not got the full confidence of the people or have no interest in the scheme itself." The Multán and Jullundur Inspectors also report that the scheme has not become popular. The Lahore Inspector, however, speaks more hopefully—"Three girls read in the Boys' Primary School at Himthala, Simla District, which shows that even in the hills, prejudices against female education are beginning to disappear, and for this praise is due to the teachers who set a good example by putting their own daughters in these schools." The General Table V attached to the report shows that altogether 249 *girls* (of whom 9 in the upper stage) attend Primary Schools for *boys*, *i.e.*, 100 (4 being in the higher stage) read in such District Board Schools and the rest in Aided, presumably Indigenous, institutions. The reasons why schools of the latter type are more attractive in this respect than others are that the teachers are generally local men known to the people from their childhood, and that the regulations secure for the teachers or managers a very much higher rate of block grant; in the case of Boys' Private Schools the girls have the further inducement of religious instruction for which ordinarily there is no provision in schools under public management.

139. *Boarding-houses.*—These institutions have been noticed generally in Chapter XV. But the Jullundur Inspector gives them a special paragraph in this Chapter, and says—"The Anglo-Vernacular Middle and the Khálsa Kannya Mahávidyála Schools in Ferozepore City, the Arya Samáj Orphanage School at Ferozepore Cantonment, the Christian Girls' Orphanage at Hoshiárpur and the Kannya Mahávidyála in Jullundur City are the only institutions that have boarding-houses attached to them. Girls from far and near reside in them. Their comforts and conveniences are well studied and cared for, and they are quite cheerful and happy in these houses. In all these institutions the girls are required, by rotation, to help in the cooking and other domestic work."

140. *Efforts to educate Male Teachers' female relatives.*—The Ráwalpindi Inspector reports—"In some three schools in the Sháhpur District the teachers of boys' schools had trained their wives for teaching and got them employed in the local girls' schools. If this example were followed by other teachers, not only would a better class of female teachers be available, but it would facilitate the opening of girls' schools in almost every big village where there is a flourshing boys' school. The question of giving some suitable rewards to teachers preparing their daughters and other near relations for any public examination or for the work of a teacher is under the consideration of the Department." The Multán Inspector writes—"The experiment of encouraging School Masters to teach their wives or other female relatives has met with a fair degree of success; as many as 16 teachers have co-operated with the Educational authorities. In this respect Muzaffargarh, once the most backward District, shows a striking advance. The teachers are beginning to realize the increased comforts which the husband and the wife engaged in the same profession command with a longer purse."

In my Circular No. 28 G.—1776 G., dated the 21st September, 1906, I had asked the Inspectors of Schools to furnish me with a special note of recommendation of any teacher who makes a decided effort to encourage, in a practical way, his wife or other female relative to open a private school or to take up teaching work, in order that such efforts may be acknowledged in a suitable

manner. In response to my request the names of several teachers have been brought to my notice, and I hope to be able to acknowledge their efforts in this behalf. I think if the plan works successfully, it will help us materially in surmounting the one great difficulty in the path of female education—want of teachers.

141. *Other measures taken for the improvement of female education.*—(*a*). The Inspectresses are required to maintain an up-to-date list of all girls' schools in their Circles. To secure this District Inspectors have been directed to keep the Inspectresses duly informed of the opening of all kinds of girls' schools. A clause in the Education Code has also been added requiring all Local Bodies to supply copies of resolutions relating to female education to the Inspectress of the Circle concerned.

(*b*). All Inspecting Officers in the Province have been instructed to enquire while on tour whether candidates are available for service as teachers, and if so, to supply the Inspectress concerned with information as to their addresses and the salary likely to be accepted by them in their own and other Districts. Similar instructions were issued to the Head Mistress, Normal School for Women, Lahore, in regard to candidates who qualify for the service from her school.

(*c*). Article 455 of the Punjab Education Code—'No Primary School for girls shall be established in any place which has not already a flourishing school for boys'—appeared to be a sort of obstacle in the way of female education. I am glad to report that it is now cancelled.

(*d*). It is under contemplation to provide the Inspectresses with magic lanterns and suitable slides in order that they may, like the Inspectors of Boys' Schools, arrange for readings in girls' schools.

142. *General remarks.*—The excellent project of a high class English School for Indian girls of good family has made good progress. A sum of fifty thousand rupees out of the amount given by the three Phulkián States of Patiála, Nábha and Jínd as *Sarwárna*, to commemorate the safe return to England of Their Royal Highnesses the Prince and Princess of Wales, is already available as the nucleus of a fund for the establishment of this school. Steps have been taken to supplement this fund by subscriptions from the public and from such Ruling Chiefs as have not already contributed to the funds of the institution. In places where there are no girls' schools, girls in boys' schools are encouraged by the application of the more favourable rules of the block grant system and scholarships and free supply of slates, *takhtis* and books. Inspectors have been instructed (in Circular Memo. No. 1111, dated the 25th March, 1903) that recommendations for the grant of *khillats*, &c., under Section J. (*a*) of Article 766 of the Code may be made as freely as possible, and this direction has been inserted in the revised Code. Miss Sime writes—"On the whole the last five years have been distinctly progressive in the matter of Primary education for girls. New schools have been opened in every District, with every prospect of success, and almost everywhere private gentlemen, are doing their best for the work. If prizes were to be distributed at the annual inspections, I think it would do much towards encouraging the girls to attend regularly. But there is no doubt that the prejudices of the people are gradually being overcome, and there is every hope that the education of girls will, in a very few years, become general." The Ráwalpindi Inspector reports—"The increase of 97 schools with 4,068 scholars, larger expenditure on female education and better results of public examinations show that the period of the last five years has been one of satisfactory progress especially in Primary education; but considering the extent of the Circle and comparing the progress of female education with that of the males, I think the increase is far from being sufficient. Many big villages and small towns are without schools. . . . . As remarked last year, it would undoubtedly be a step in the right direction if some flourishing Primary Schools were raised to the status of Vernacular Middle Schools. These schools will provide teachers for our Primary Schools also. At present there is a very great demand for female teachers. Old male teachers are appointed where women cannot be found with the requisite qualifications. The attainments of these teachers are generally low. The state of buildings is generally unsatisfactory. A great majority of schools are located either in rented or borrowed houses which are unsuitable and inadequate. Some of the Bedi Khem Singh schools are held in *dharmsálás* in which the school work is liable to constant interruption. In the matter of equipment also much improvement is needed." The Amritsar Inspector says—"The increase in the number of schools and scholars, better examination results, more expenditure, increased fee receipts and the currency of more scholarships are all signs of steady advance during the quinquennium. The educated classes have become more favourably inclined towards female education; but

the want of qualified teachers and suitable text-books continues to be a hindrance." The Multán Inspector observes—"The last quinquennium marks a distinct though very slow advance in female education in this Circle, chiefly in the extension of Primary education as measured by the increase in the number of schools and pupils. The growth of a flourishing Primary School into a well-established Secondary School is a noteworthy feature. The prospect of girls' education reaching the standards aimed at in the Western countries is still very distant. Throughout the Circle steady efforts are being made to raise schools to a higher level, but the difficulties are great. In parts of this Circle there is indeed a great field for the expansion and growth of female education, so far at least as the Hindús and Sikhs are concerned. It is not as in other parts of the country, the seclusion of the girls, the rigid *pardah*, the custom of early marriage, and the apathy of the parents of the girls, that are the obstacles to contend against. The attitude of the people is very favourable, and the girls do not leave the school so early; the difficulty is the lack of competent female teachers." The buildings also, as in the case of the Ráwalpindi Circle, are said to leave much to be desired. The Lahore Inspector writes—"There has been a rise in schools and scholars, and the results of the Entrance, Middle School and Middle Standard Examinations for girls have been most satisfactory. The number of teachers of all kinds, trained and untrained, has risen during the quinquennium. There are now 74 teachers in all, of whom 14 are trained and certificated and 33 untrained but certificated. Though Secondary Schools are generally well staffed, many Primary Schools suffer for want of qualified teachers. Though female education is still at a very low ebb, it is evident that the tide has begun to turn, as is proved by the increasing demand for schools in towns and villages, by the fact that caste and *pardah* restrictions are dying out before the influx of Western ideas and no longer hold the sway they did five years ago, and by the strongly expressed desire for English education among the upper classes." Things, however, are not so hopeful in the Delhi Circle with its rigid *pardah*. The Inspector reports—"The education of girls is still extremely backward in this Circle, and more especially in the Karnál, Hissár, Rohtak and Ambála Districts. Very few schools have buildings of their own; most of the Board Schools are located in buildings which are hired or borrowed, and are in several cases unsuitable. Progress is, however, observable in the opening of 19 new Board Primary Schools and 4 new Aided Schools with a proportionate increase in the number of pupils and a considerable increase in the expenditure. The opening of a Normal School for Women in Lahore for the training of teachers for these schools is a measure of the first importance, and will doubtless give a much needed impetus to the education of girls. But besides this the arrangements made for the wider and more careful inspection of girls' schools, by the appointment of another Inspectress of Schools, thus dividing the Province into an Eastern and Western Circle, and the provision of a Lady Assistant to each Inspectress, the increase in the number and value of scholarships, and in the amounts awarded as grants for Aided Schools, will doubtless have a very great effect on female education." The Jullundur Inspector reports—"Fairly good progress has been made in female education in all the Districts, and the Inspectress reports that more progress is made in the Jullundur and Ferozepore Districts than in any other in the Eastern Circle. The people are really more anxious to have their girls educated and show it by lending school-houses rent free and offering prizes and sweetmeats at the time of annual inspections." Taken as a whole, it is clear from these reports that distinct advance has in female education been made during the period in almost all directions.

Chapter IX.—Education of Europeans.

143. *Schools and Pupils.*—There are now 33 Public Schools with 2,339 pupils as compared with 37 schools and 2,451 pupils in 1901-02. Of these schools, 7 are for boys and 19 for girls exclusively; 7 are mixed schools classified as boys' or girls' according to the preponderance of the one sex over the other. The Lawrence Asylums at Sanáwar and Murree are counted as four schools, as each Asylum has a separate school for boys and for girls. They are returned as Government institutions. Of the remaining 29 schools, 2 are unaided. These schools are managed by one or other of the following bodies :—Church of England, Roman Catholic and the Railway authorities. The number of Private Schools, *i.e.*, those schools not recognised by the Department, has fallen by 5—4 girls' schools and 1 boys' school—during the quinquennium, and of the pupils in attendance by 109. The total of Public and Private Schools is now 34 with an attendance of 2,352 pupils. A special school census for the Punjab shows a European population of 443 boys and 562 girls between the ages of 6 and 18. Of these, 313 boys and 407 girls attend school, so that the school population of the Province must be, to a very large extent, drawn from other parts of India. This being the case, the figures seem to indicate a certain degree of popularity of Hill Schools in the Punjab.

Grades of schools and stages of instruction.—There are 16 High Schools (two being unaided), being an increase of 2 during the quinquennium owing to the recognition of the Unaided Park School, Simla, and to the raising of the Convent School, Siálkot, to the High School grade. There are 15 Middle Schools against 19 in 1901-02. The fall is due to the closing of 2 schools, to the amalgamating of 2 schools into one, and to the raising of the grade of one school. There are 2 Primary Schools as against 4, owing to the closing of 2 schools. The smaller number of schools is attributed, not to any loss of interest in European education, but to an effort at greater concentration.

144. *Expenditure.*—Expenditure has increased under all heads from Rs. 4,84,618 to Rs. 9,19,842. Imperial and Provincial Revenues have contributed slightly over half of this increase. Of the total outlay 9·7 per cent. was contributed by Government; 10 per cent. was contributed from Imperial Revenues for the Sanáwar Asylums for boys and girls; 32 per cent. came from Provincial Revenues; 37·1 per cent. was met from Fees; and the balance from Subscriptions and Endowments. The average cost of educating a pupil in the Asylums was about Rs. 94 per annum and in Public Schools about Rs. 122.

145. *Fees.*—There has been a large increase in the income from Fees. The rise is in the High and Middle Schools, with a fall in the income from Primary Schools. As noticed in previous reports, the actual fee receipts are larger than the amount returned. The reason for this is that in Convent Schools where the teachers are not paid salaries, the expenditure, including fees, is returned in a lump sum, which, as a rule, does not exceed the amount of the Government grant earned. The rates of fees vary in different schools.

146. *Scholarships.*—The number of scholarships has been increased during the quinquennium from 32 to 82, involving an increased expenditure of Rs. 6,392. Of these scholarships, 35 are held by boys and 47 by girls. There are now 20 Primary Scholarships of the value of Rs. 8 per mensem each as against 5 of the value of Rs. 5 each. There are 15 Middle School Scholarships of the value of Rs. 12 per mensem each as against 6 of the value of Rs. 8 each; 10 High School Scholarships of the value of Rs. 20 each as against 2 of the value of Rs. 16 each; and 14 College Scholarships of the value of Rs. 20 each as against 1 in 1901-02. The increased expenditure on scholarships is due not only to the increase in their number and value, but also to the fact that scholarships are now re-awarded to others if not taken up by the original nominee.

147. *Examinations.*—No candidates appeared this year for the Matriculation Examination of the Punjab University. In the High School Examination the pass percentage is much the same as in 1901-02, being 40 out of 50 as against 48 out of 60. In the Middle School Examination 74 candidates passed out of 130 as against 83 out of 151. As the Primary School Examination no longer exists as an individual test, no comparison of results can be made. The Lawrence Military Asylum, Sanáwar, sent up and passed the greatest number of candidates.

148. *Industrial and Technical Training.*—There are no special Technical or Industrial European Schools in the Province. In ordinary schools, where this type of work is done, it is carried on alongside general subjects. The subjects more generally taught are Carpentry, Typewriting and Shorthand, Domestic Economy and Needlework. Telegraphy and Band Music are also taught in the Lawrence Asylums; and machine drawing is taught in the Railway Night School, Lahore. *Carpentry* is taught in the Lawrence Asylums by Sergeants, and in the Boys' Orphanage, Lahore, by a Mistri. The teachers may be good carpenters, but they are in no sense trained technical instructors, and hence the work is not so educative as it should be. *Typewriting* is taught with fair success to both boys and girls in the Lawrence Asylum, Murree, and the Cathedral Orphanage, Lahore, and to girls only in the Mayo Orphanage, Simla. The chief defect is in the matter of fingering. The Boys' Orphanage, Lahore, is the only school in which *Shorthand* is attempted. *Domestic Economy* is a compulsory subject in every girls' school, but is, as a rule, treated from a theoretical standpoint. Elementary cooking is taught in the Girls' Orphanage, Lahore, and in Sanáwar both boys and girls get a practical training in the school kitchens. In the Lawrence Asylums and in all Orphanages instruction in cooking should

be compulsory, but nothing beyond the repuirements of an ordinary house should be attempted. *Needlework* is taught with marked success throughout the Province, but cutting-out should receive more attention. More time should be given to knitting, especially in the case of young children.

149. *Teachers.*—Within the last five years there has been very fair improvement in the quality of the teaching staff of the various schools. At present male teachers of any ability are very scarce, and there seems to be little hope of an immediate increase in the supply. Even a clerkship in a Government office on a smaller initial pay holds out better prospects for the future. Some of the girls' schools are nevertheless thoroughly well staffed, and in this respect would compare very favourably with good girls' schools at Home. There are signs of improvement in other schools also. In a few years most, if not all, of our schools will be better off in this respect than they are now, for, under the new Code, stricter regulations as to the qualifications of teachers are laid down and Training Colleges for men and women have been established. Government has also indicated their desire to help by authorising supplementary grants and by the allotment of the recurring grant of Rs. 27,000 recently made by the Government of India.

150. *General remarks.*—The state of European education, though in many aspects so hopeful, leaves as a whole much to be desired. The most serious drawback is the lack of financial stability. On this account many of the schools suffer from a lack of well qualified teachers. A certificate of having passed the Middle or High School Examination seems to have been generally regarded in the past as a sufficient qualification for a teacher. As already indicated, this state of affairs is being slowly but decidedly changed. A further result is a want of really good modern school buildings, properly equipped. There are in the Province a few buildings suited in every way to school purposes, but there are also others which for one reason or another are utterly unsuited for school work. Of the Station Schools, the Multán School is the only one which possesses a school-house of its own, while the Ambála School is the only one which can be said to have a real working balance to its credit. School desks are generally of an antiquated pattern, and while maps, charts and pictures representative of historical, geographical and industrial scenes are being supplied to a considerable extent, they are still not generally provided. Most schools have libraries, but they are in the main inferior, with one or two notable exceptions. In the matter of physical training lack of funds often prevents Managers from doing all that might be done in this direction. In the hills, cramped play-grounds often present an insuperable obstacle. The Lawrence Asylums at Sanáwar and Murree, Bishop Cotton School, Simla, and the Cathedral and St. Anthony's High Schools, Lahore, have made good progress in physical culture. In this respect girls' schools are very behind-hand, though in the matter of drill there has been an all round advance. Swedish drill and gymnastics, Indian club and dumb-bell exercises, and free gymnastics are becoming popular. Amongst the most notable events of the quinquennium affecting European education may be noted the following:—

(1) the issue of the new Code of 1905;
(2) the sanctioning of a larger number of scholarships at enhanced rates;
(3) the provision of a recurring grant of Rs. 27,000 for the improvement of European education;
(4) the opening of two training institutions for women at Simla, and the working out of the arrangements for a similar institution for men at Sanáwar which has since been opened;
(5) the appointment of a Government auditor to systematise and simplify the methods of school account-keeping.

The burning down of Bishop Cotton School, Simla, and of the Convent School, Murree, has proved a blessing in disguise inasmuch as new and superior buildings have taken their place. The Evening Continuation Classes for women may be mentioned here, as they have for the first time been brought under Government control, and are well attended by Europeans.

Chapter X.—Education of Muhammadans.

151. *Number and Comparison.*—There is no column for Sikhs in any of the General Tables attached to the report. The statements attached to the reports of Inspectors, who have no concern with Colleges, show that in all kinds of schools the Muhammadans have increased by 23,098, Hindús by 18,083 and Sikhs by 8,136 during the quinquennium. The Public Schools have contributed to this increase by 22,794, 19,074 and 8,431, respectively; but in Private institutions only the first-named community shows an increase, *viz.*, of 304, while the other two have gone down by 991 and 295, respectively. In respect of sex, the rise in all kinds of schools has been 19,795, 12,945 and 6,181, respectively, on the side of males, and of 3,303, 5,138, and 1,955 on that of females. This is satisfactory.

152. *Results of Examinations.*—Seven Muhammadans passed the M.A. Examination, against five in 1901-02; 18 became B.A.'s and 1 a B. O. L. against 26 and 2. In the Intermediate Examination 61 passed against 74; 394 against 287 were successful in the Matriculation test, and 5 against 3 in the Clerical and Commercial. The Anglo-Vernacular Middle School Examination having been abolished, no comparison can be made, while 290 passed the Vernacular Middle School Examination; 4,084 against 3,318 passed the Upper Primary test; and 233 Muhammadan girls passed the Lower Primary Examination, which, in the case of boys, is no longer a public examination.

153. *Means for special encouragement.*—The Victoria Scholarships specially founded for Muhammadans are maintained and special fee concessions are enjoyed. The number of Muhammadan teachers has been largely increased in Government institutions, as also the number of Inspecting Officers belonging to that community. Promotions in rank and pay in the Subordinate Service List have been freely given to them. One hour's leave is now allowed to Muhammadan teachers and pupils on Fridays to enable them to say their prayers. During the quinquennium a Victoria High School Scholarship was allotted to each District. In the Delhi Circle, 16 more such scholarships were current than in the earlier period. A number of scholarships and stipends are also awarded from the Nawáb Fund to Muhammadan students in the Anglo-Arabic High School, Delhi. "It may be pointed out," says the Inspector, "that the stipends also called the 'Founders' Exhibitions,' which are meant exclusively for Shia' boys, have not always been awarded strictly in accordance with the rules, though this will be done in future." In this Circle the Anglo-Arabic High School at Delhi and its branch, with 212 boys, has special fee concessions; the Sháhzáda High School, Delhi, chiefly for the benefit of the late Mughal family, gives free education, and 5 Primary and about a dozen Aided Indigenous Schools, some of which are very important, are chiefly intended for Muhammadans. The Inspector reports—"The increase in number in Public and Private Schools for boys, especially in the Anglo-Vernacular Secondary stage, the improved results of the Matriculation and the Vernacular Middle School Examination, and the opening of a new Anglo-Vernacular Primary School, with 4 Branch Schools, in the Delhi District, show that Muhammadan education is making some advance. In female education the community is backward, and the remedy lies with the leaders of the community rather than with the Government." In the Jullundur Circle, the considerable rise of 2,208 boys in all the stages of Public Schools, the decline of 1,031 pupils in Private Schools, the rise of 535 girls in the Middle and Primary stages of Public Schools, the decline of 407 girls attending Private Schools, the more favourable results obtained in the Upper Primary Examination for boys as well as for the Lower Primary Examination for girls, the raising of two Anglo-Vernacular Islámia Schools to the status of High Schools, are, the Inspector says, "clear indications that the Muhammadan community has been making a steady advance in education, and realising the importance of educating their girls and boys in Public Schools in preference to Private ones. The results obtained in the Vernacular Middle School Examination and in the Upper Primary Examination for girls, however, do not compare favourably with those for 1901-02." The strict observance of the rules relating to the concession of tuition fees to Muhammadan boys, the continuance of Victoria Scholarships for the exclusive benefit of this community, and the sustained and increasing efforts of the community to keep up the two Islámia High Schools in a fairly efficient condition, are the chief means adopted "for the encouragement of education among the Muhammadans." In the Amritsar Circle, of 169 scholarships, 68 went to Muhammadans.

Excluding the Kángra District where the population is mainly Hindu, out of 141 scholarships 67 were won by Muhammadans. The Inspector says—"There are 29 Victoria Scholarships founded for Muhammadans. All these were duly awarded; and the fee concessions allowed by the Code are utilized." In this Circle there are two institutions especially meant for Muhammadans: (1) the Ta'lím-ul-Islám High School, Qádián—roll 173, has many signs of growth and improvement; and (2) the Muhammadan Anglo-Oriental High School, Amritsar, with 527 boys, characterized by good discipline and general efficiency. There are also, the Inspector adds, "some Indigenous Schools maintained for Muhammadans." The Lahore Inspector, speaking of some numerical decline among Hindús and Sikhs in Private Schools, says—"The return for Private Schools submitted by the District Inspector of Schools, Lahore, was found to have been prepared quite perfunctorily, and so this decrease may be attributed almost as much to carelessness in collecting statistics for the municipal towns as to the ravages of plague in the District." He adds that the quinquennium under report has a very favourable record to show, as far as the number of Muhammadan scholars attending the various Public institutions for males and females is concerned, which is chiefly due to the opening of new Primary Schools in places where the Muslim population predominates, and this is surely one of the best means of educating them. The record of the results achieved by them at the various examinations indicates that the day is not very far off when the Muhammadans will rise to the same educational level as the other communities. Twenty-two out of 47 Middle School and 3 out of 17 High School Scholarships, awarded by competition, were, in this Circle, won by Muhammadans, and they took a prominent share in school games and athletics—so much so that besides several prizes, all the three trophies—the Alexander Belt and Khalífa 'Imád-ud-dín Shield for Cricket and the Sime Challenge Shield for Athletics—were taken by the local Islámia High School as a result of the last Circle Tournament. This institution is progressing rapidly and satisfactorily in most respects. In point of numbers it is probably the largest school in the Province. The Islámia Elementary Schools at Dipálpur and Qasúr are also thriving. The Inspector further says—"The special concessions allowed to Muhammadans in the way of free and half-free studentships continue to be utilised with advantage, though special care has to be taken to see that the provisions of Article 240 are not ignored by those in charge of schools, which they are apt to do if left to themselves. The Victoria Scholarships, of which 18 were current at the close of the year, have also proved a great boon, while the increase of Muhammadan teachers in Government schools has encouraged Muslim parents to send their children to such institutions more freely. This being the case, I repeat the suggestion already made during the quinquennium under report that any fall in the number of Muhammadan teachers or stipendiaries in training institutions ought to be guarded against so as to encourage in every way the progress of this educationally backward community. The various Islámia Anjumans and Societies and several Muhammadans of high education and status are doing the most laudable work of furthering the cause of education among their co-religionists by maintaining schools, founding scholarships, stipends, medals and prizes, providing for destitute orphans, and arranging for pecuniary aid to poor students in the form of fees, and fee books, etc., and these efforts have not been made in vain, as they have been productive of the results alreay noted." The Public institutions for the special benefit of Muhammadans in this Circle are the Islámia College and High School with the Hamídíya Advanced Arabic College and branches for boys and girls in the city of Lahore and an Islámia Primary School at Dipálpur and Qasúr, while the new girls' schools at Simla, Patti and Ichhra are attended almost entirely by Muhammadans, and in several of the District Board Primary Schools of the Lahore and Montgomery Districts, about three-fourths of the students are Muhammadans. In the Ráwalpindi Circle, in the Normal School the number of Muhammadans is more than the total number of Hindús and Sikhs, and is 53 per cent. of the aggregate roll. Here, again, the Inspector says—"Their poverty and consequent low position in society and want of influence in official circles are the chief causes of Muhammadans taking up the less remunerative profession which readily provides them with livelihood, though in the beginning the emoluments are not so attractive." In Private Schools for girls, which are mostly Rote Schools, there has been "a considerable rise in the case of Muhammadans." The Inspector further observes—"The population in this Circle mainly consists of Muhammadans; but it is to be regretted that neither the peasantry nor the gentry are fully alive to the cause of education. There are only two Islámia Schools in the Circle. The one is an Anglo-Vernacular High School with a roll of 265 at the head-quarters of the Circle, and the other is an Anglo-Vernacular Primary School with 145 on the rolls at Gujránwála. There

has been much improvement in the staff and equipment of the former through the keen interest taken by its present energetic Manager, Mr. 'Abdul Majíd Khán, Barrister-at-Law. Middle Classes have been opened in connection with the latter, and some additional class-rooms erected. But the financial stability of both the schools is yet far from being satisfactory. The increase in the number of pupils, both male and female, in Public Schools, and the larger number of passes in public examinations indicate that the progress of Muhammadan education has been satisfactory during the last quinquennium. The measures sanctioned by Government to encourage education among Muhammadans by means of concessions in tuition fees and scholarships are a great boon and continue to be highly appreciated as such by the community. There were 53 Victoria Scholarships current at the close of the year against 45 in 1901-02." In the Multán Circle the number of Muhammadan boys under instruction in Public and Private institutions has risen by 32·9 per cent., of Hindús by 28·07 per cent., and of Sikhs to 197·01 per cent. The percentage of girls of school-going age of pupils in all kinds of schools was for Muhammadans 1·75 against 1·58, while in Private Schools for girls the number of Muhammadans shows a slight fall; there has been an appreciable numerical growth in all other directions calculated on the number of children that might be at school. More marked, however, does the growth appear when the number of Muhammadan boys and girls in Public institutions at different stages is compared with corresponding figures for each stage at the earlier period. "In the only Public Industrial School for boys," the Inspector says, "nine-tenths are Muhammadans. In the Normal School Muhammadans have increased 76·9 per cent. and the Hindús 47·8 per cent. The special fee concessions continue to be enjoyed by Muhammadans. Thirty-four Victoria Scholarships were current against 35 in 1901-02. Eight Kaure Khán Close Scholarships were also mostly held by Muhammadan boys." There is an Islámia School at Multán which was last year put on the list of Aided Institutions and another at Dera Gházi Khán. A third school at Chíniot, with large numbers in its lower section, liberally supported by an influential section of the Muhammadan community, was returned during the period as a Public Primary School. Eighteen Indigenous Schools for boys and girls were attended only by Muhammadans. The number of Board Urdu Schools for girls, chiefly meant for Muhammadans, "has risen from 10 to 20." The Inspector adds—"Of 1,081 teachers against 800 in schools open to male inspection, 470 against 379 are Muhammadans. The number of Muhammadan stipendiaries in the Normal School has risen from 13 to 23. Excluding Lyallpur, out of 27 gentlemen in the other Districts of the Circle, recommended for complimentary letters, 19 were Muhammadans, against 18 out of 42 five years ago. In the Lyallpur District owing to special circumstances the number of Muhammadans recommended was 12 out of 38. One Muhammadan in the Dera Gházi Khán District was recommended for a *sanad*. Forty per cent. of teachers in Board Schools recommended for grade promotion were Muhammadans. Out of 135 masters in charge of School Post Offices, 74, or more than 54 per cent., were Muhammadans. At the close of the year one of my two Assistants, 4 out of 6 District Inspectors, 3 out of 4 Assistant District Inspectors, 5 out of 7 Head Masters of Government High Schools (including the Normal School) were Muhammadans. Of 82 gentlemen who subscribed towards raising the Government O'Brien High School at Miánwáli to a High School 50 were Muhammadans, of whom 15 who had subscribed at least Rs. 100 were granted *sanads*. The Muhammadans of Chíniot have contributed about Rs. 4,000 in furtherance of the project of raising the Municipal Board Middle School to the status of a High School. Of 231 gentlemen who offered prizes 124 were Muhammadans. The 87 Rural Schools, opened in the Circle, are attended by 1,599 Muhammadans, the aggregate roll being 2,733. These facts afford clear testimony to the general awakening in the Muhammadan community to the facilities for education provided by Government. Not the least interesting fact is the increased support given to the cause of female education by the more enlightened section of the community."

Chapter XI.—Education of Native Chiefs, &c.

154. *Aitchison College.*—This institution is under the control of a Managing Committee whose powers are limited. Appointments to the European staff of the College are made by the Government of India, and the College is inspected by an Inspector of Chiefs' Colleges appointed by the same Government. The number on the rolls has risen by 12, and now stands at 83. Three pupils read in the Government College, Lahore, this being the only Chiefs' College where advantage can readily be taken of the proximity of an Arts College, to enable students to read for a degree. The proportion of junior boys is increasing year by year, and one of the best features of the College work is the attention paid to this section.

A slight fall in average attendance may be attributed to the fact that as many as 20 boys were admitted towards the close of the year. The class-rooms are sufficient and commodious, but the College stands in need of a well-equipped laboratory. It is unfortunate that there is no farm attached to it for educational purposes, although the grounds are so extensive. The construction of a temple, a *dharmsála* and a cricket pavilion is under contemplation; and about three-fourths of the amount required to meet the cost of these has already been subscribed. The School is generally deficient in up-to-date aids to teaching, though considerable additions have lately been made to the Science apparatus. Arrangements have also been made which would secure more easy access to the library and afford better facilities for private study. The College has a good gymnasium, but some of the pupils do not take full advantage of it. It is a pity that in this institution, which is rather a Nobles' School than a Chiefs' College, so many of the boys cannot afford to keep horses. The result is that in such sports as riding and tent-pegging the pupils are, on the average, far behind those of Ajmer and Rájkot. I am glad to note that none of the pupils are allowed to keep carriages. This year a team from Mayo College, Ajmer, visited this College. Contests were held in cricket, football and tennis, athletic sports and tent-pegging. The Mayo College was victorious in cricket, football and tent-pegging, and the Aitchison College in the athletic sports and in tennis. We may now regard the competition with that College as a permanent annual fixture. College sports are held annually. The members of the staff are, on the average, young men, and the result is actual participation in games and sports, mere supervision being considered insufficient. The discipline of the College has been excellent, and the system of having house-masters, including Europeans, from the staff, in conjunction with Musáhibs, has proved very useful in controlling the boarding-houses. The old system whereby these were left in charge of Military veterans who knew no English has been abandoned. The health returns are remarkably good, and it is a matter for congratulation that the College has made provision for the segregation of patients. The hospital accommodation has been increased from two to four beds. The total receipts for the year, including last year's balances (Rs. 41,200), amount to Rs. 1,36,035, while the total expenses are Rs. 60,891 leaving a balance of Rs. 75,144. After excluding sums received and disbursed for the personal expenditure of boys and the amount due to the Government of India for the educational staff, &c., a balance of Rs. 4,444 is left on the year's working. "Revenue Law and Practice" as well as "Political Economy" is now a part of the curriculum. One member of the staff underwent a short training in the former subject, but more thorough arrangements are necessary. Every class has the benefit of European teaching, and the result of making even the youngest boys speak English is beginning to show itself in a much higher standard of conversation in the Middle forms of the College. But the arrangements for the teaching of Science are very disappointing. The provision for practical work is primitive. The supply of water is inadequate; there is no provision for gas; and in almost every respect the arrangements fall below the level of those in most Government High Schools. I am glad to note that the Punjab University has agreed to accept the Diploma as a passport to higher examinations. Religious instruction is also imparted.

155. *Gentlemen of rank.*—The number of wards of courts and sons of chiefs and gentlemen of rank of school-going age has risen to 565, showing a net increase of 52 as compared with the figures for 1901-02. The fall in the Delhi, Multán and Ráwalpindi Circles, which is most marked in the first two, has been more than counterbalanced by a rise in the other Circles, and is due more to the elasticity and indefiniteness of the term "Native Gentlemen of rank" than to any other known circumstance. With the exception of 3 boys in the Ráwalpindi and 10 in the Jullundur Circle who receive no education at all, all others are under instruction, and are distributed amongst the various stages of learning from the Primary department to the College. The return of the Rohtak District is blank. "The fact," says the Multán Inspector, "that in spite of the decrease in the total number of boys of the class under report, the attendance in Government and Board Schools and the Chiefs' College has improved, while the number of those who employ tutors at home has gone down about 65 per cent., affords evidence of the increased appreciation of the character of education given in Public Schools and a growing distrust of the results to be obtained by placing children in the charge of tutors who are often incompetent, and whose work is but

imperfectly supervised." The Inspector of Lahore Circle complains of the unreliability of the returns submitted by the District Inspector, Lahore, and the omission of a number of students of this class who read in the Bághbánpur and other schools. "No conclusion, however," says Mr. Godley, "can be educed from the figures which have been compiled by each District Inspector on his own plan. In Amritsar, for instance, the boys studying in the Khálsa College have been returned as belonging to the District, while Amritsar boys studying in the Aitchison College at Lahore have been omitted. It may perhaps be asserted that no boy of the higher ranks of society in the Districts of Amritsar, Siálkot and Gurdáspur goes without some sort of education; but Kángra is still backward."

Chapter XII.—Private Schools.

156. *Definition.*—Private Schools are those unrecognised institutions which do not conform to the Departmental or University standards, and which do not submit to any public test.

157. *General remarks.*—The total number of such schools has fallen during the year by 139 and of pupils by 478; but the decrease is confined to the boys' schools only, the girls' schools and the pupils having gone up by 142 and 2,066, respectively. The fall may be attributed to the expansion of State Primary Schools, to the conversion of some of these institutions into Aided Schools, to the havoc of plague and perhaps, in some degree, to the lack of care in the collection of statistics through extra departmental agency. Whilst Lahore, Jullundur and Ráwalpindi Circles have lost both in schools and scholars, the Multán and Delhi Circles show a marked increase in these respects, and, in spite of a slight diminution in the number of schools, the Amritsar Circle too shows a significant rise of 660 pupils. The increase of Private Schools in the Multán Circle is due chiefly to the springing up of the new Chenáb Colony. The single school (girls') for Europeans with only 13 pupils, as against 6 schools and 122 pupils, which were included in Private Schools in the returns of the last quinquennium, has now been noticed in the Chapter on European Schools.

158. *Kinds of Schools: (a) Advanced Schools.*—The Advanced Schools are those which teach a Classical Language with meanings. They have risen slightly in numbers, but have fallen away in scholars, and the drop is particularly noticeable in Sanskrit Schools in the Lahore and Ráwalpindi Circles. Some of these institutions, especially those situated in the Lahore and Multán Circles, have a wide reputation as seats of Oriental classical learning and attract scholars from the remotest corners of the Province. The opening of three girls' schools with 86 pupils, against none in 1901-02, is worthy of remark.

(*b*) *Elementary Schools* too have fallen in numbers and enrolment. They teach only or mainly a Vernacular. "Some of these schools," says the Multán Inspector, "are doing, or are capable of doing, useful work in respect of secular education. Endeavours are being made to transfer such of them to the list of Aided Schools as seem worthy of encouragement. It is gratifying to note that four out of six District Boards have utilized for this purpose part of the liberal grants made by Government for Primary education. In some localities they have given place to Primary Schools of the ordinary type—town or village....." "Elementary Schools are the only class of Private Schools which, to a certain extent, serve the useful purpose of imparting rudimentary instruction to classes not within the reach of Public Schools, and which give promise of development on right lines. These schools deserve encouragement, and, with this object in view, they are, under departmental orders, visited, as far as possible, by the District Inspectors and their Assistants."

Lande Mahájani Schools continue to be popular with the money-lending and mercantile classes, and show a slight rise in the number of pupils in the Ráwalpindi Circle. They teach writing in Mahájani character and the native system of accounts; the course of study begins at an early age and lasts for about two years, after which the pupil becomes an apprentice in a shop or firm. Old-fashioned ways are followed. The schools are open all day; the pupils come and go at irregular times; the teacher expects presents as well as fees, and accommodation is never a difficulty, for, "when the boys," says the Amritsar Inspector, "are packed like herrings inside, new comers sit along the drain in the street." In spite of all these drawbacks, the Mahájani Schools are highly popular, and the attendance may reach 150 under a successful teacher. "Training in a Mahájani School, followed

by practical apprenticeship, is reckoned to be a better investment than a laborious and expensive course of study in a High School. It ought not to be impossible to meet the demand for it by attaching Mahájani Classes to ordinary Primary Schools, where the boys could be taught in consonance with modern methods, which fortunately include some regard for the health and physique of the pupil."

(*c*) *Rote Schools.*—Rote Schools which rank first in numerical strength and claim 68 per cent. of the total number of Private Schools maintain their unique methods. They teach religious books without any reference to the meanings of words, and are chiefly connected with a *masjad* or *dharmsála*. They cannot be brought under the system of regular education, as some teachers, relying on donations as well as fees for their subsistence, prefer to be independent of departmental restrictions.

(*d*) *Other Schools.* – Under this head may be mentioned the Bengáli Boys' High School, Delhi, with 58 pupils; the Anglo-Sanskrit Páthshála at Ballabgarh, with 16 boys; and that unique institution, the Kanya Maha Vidyála for Girls in the Jullundur City, which was treated as a Public School in 1901-02.

Chapter XIII.—Education in Native States.

159. *Number of Institutions and Pupils.*—The number of Arts Colleges is 3, the same as in 1901-02. The attendance has risen by 32. The number of Public Schools has risen by 96, the net result of an increase of 7 Secondary Anglo-Vernacular Schools, and of 95 Primary Schools for General Education, and a decrease of 6 Special Schools. The attendance has gone up by 1,310 and 3,942 in Secondary Anglo-Vernacular and Primary Schools, respectively, and has fallen by 136 in Special Schools. The Indigenous Schools are now fewer by 311 with an attendance smaller by 1,377 pupils: 1,063 more pupils now learn English. The number of boys has risen by 3,349 and of girls by 229. The total male population of these States is now 2,409,809, so that 1 in 149 is under instruction.

160. *Examination Results.*—For the M. A. Examination there was no candidate. In the B. A. Examination 3 out of 10 passed, against 2 out of 8 in 1901-02. These 3 belonged to the Patiála State, which had sent up 7 candidates, the other 3 being from Kapurthala and Maler Kotla. In the Intermediate Examination 15 out of 46 were successful against 21 out of 51. In the Matriculation Examination 89 out of 229 passed on the Arts side, and one (the only candidate) on the Oriental side, against 62 out of 187 and 2 out of 3, respectively, five years ago. The Vernacular Middle School Examination secured 41 passes out of 70, against 79 out of 150. Including the Titles Examinations and the Clerical and Commercial Examination for Male Teachers, altogether 161 out of 389 passed.

161. *Expenditure.*—The direct expenditure on education in these Native States for 1906-07 was Rs. 2,26,521, being Rs. 33,304 for Arts Colleges, Rs. 1,31,583 for Secondary Anglo-Vernacular and Rs. 8,542 for Vernacular, Rs. 52,650 for Primary Schools for General Education, and Rs. 442 for Special Schools. The total indirect expenditure was Rs. 2,15,940, of which Rs. 2,05,384 was met from the State Revenues, Rs. 720 from Fees, Rs. 7,436 from District Funds in these States, Rs. 1,530 from Municipal Funds raised in the States, and the rest from all Other Sources. As to the heads of expenditure, Rs. 25,403 was spent of Direction (all from State Revenues), Rs. 21,881 on Inspection (from the same source), Rs. 1,02,561 (from public sources) on buildings, Rs. 35,628 on furniture and apparatus, Rs. 15,926 on scholarships, and Rs. 23,541 (from fees) on other objects.

162. *Inspection Work.*—In the Delhi Circle five schools were inspected by the Inspector and three by his Senior Assistant. The Jínd State High School at Sangrúr is reported to be the best, and was visited for the first time this year under my orders. The Nábha High School also was inspected this year for the first time. It is noteworthy that there every State servant receiving Rs. 15 per mensem or upwards is called upon to subscribe 10 per cent. towards education, and this amount is deducted from his pay by the treasury. For this, one son is admitted free and the second son at half rates, while the third pays full fee

The redeeming feature of the Kalsia State Anglo-Vernacular Middle School, Chhachhrauli, is that Drawing and Kindergarten methods have been introduced during the quinquennium. At Dujána Anglo-Vernacular Middle School no tuition fees are charged. The Pataudhi Anglo-Vernacular Middle School was not reported on five years ago. Its Middle department has not prospered since the school was made a Middle School in 1904. The Nábha State School, Báwal, was inspected for the first time. It is located in a good building. But "it seems that the school is an Anglo-Vernacular Middle School in name only." At Kalsia State Vernacular Middle School, Basi, most of the teachers are qualified men, and a Boarding-House has been provided during the quinquennium. In the Lahore Circle, three Primary Schools (all in the Simla District) were inspected by the Junior Assistant Inspector, and one of these also by the Senior Assistant. A new school-house is being constructed for the Solon School. About two-thirds of the boys now reading in the Rámpur School are outsiders, some of whom come from the remotest corners of the State to receive education in the only Primary School maintained by the State and are put to very great inconvenience for want of a Boarding-House. In this school education is given free. The Jullundur Inspector saw seven Secondary Schools in two Native States. The Multán Inspector and his Assistants examined the State High and the Mission Aided Middle Schools at Bahawalpur twice during the year. The Kapurthala, Patiála, Bahawalpur and Jínd States have their own Directors, and the last three Inspectors also. During the quinquennium Native States have recognised the value of trained teachers, and on the application of the Kashmír Darbár five teachers from the State Schools were admitted to the Training College for a course of training; all expenses connected therewith having been borne by the State, as noticed in the Annual Report for 1902-03.

163. As mentioned in the Annual Report for 1903-04, the services of Mr. Knowlton were placed at the disposal of the Patiála Darbár for the purpose of reporting on the condition of education in that State and recommending measures for improving the organisation of the Department and increasing the efficiency of schools. His report, which dealt fully with every aspect of educational work, showed how much was necessary in the way of providing and furnishing suitable buildings, improving the staff, arranging for a proper supply of trained teachers in the future, and opening Industrial Schools and Clerical and Commercial Classes, before the educational facilities afforded would be on a par with those of the neighbouring Districts in the Punjab. The example set by the Kashmír Darbár in 1902-03 was followed by the Education Department, Patiála, and in 1903-04 two teachers sent by the State were trained in the Central Training College. Arrangements were made to send two or more every year in future. The deputation in 1905-06 of an Assistant Inspector (Lála Shiv Dayál, M.A.) from this Department to Patiála has evidently produced excellent results. Most of the valuable suggestions of Mr. Knowlton have been, or are being, carried out; the most important improvements are—opening of 32 boys' and 8 girls' new Primary Schools; the conversion of 6 small Anglo-Vernacular Primary Schools into Vernacular Primary Schools; establishing of a grant-in-aid system; the completion or improvement of 19 school-houses, supply of necessary furniture, appliances, apparatus and books to almost all schools; the arrangements for teachers being taught Practical Mensuration by Patwáris; the introduction of Drawing and Kindergarten into the two High Schools at Patiála, and of the system of giving *sanads*; the reminding of Civil authorities by the Ijlás-i-Khás of their educational duties and the taking by many of a commendable interest in schools; the exemption from fees for one year in new schools; the pensioning off of a number of old and inefficient teachers; the opening of Evening Classes for untrained men at Patiála; the sending of 16 men for training to Lahore last year and arrangements for training 12 persons (including a female teacher) this year; the fixing of grades of pay of teachers; the rewarding and punishing or censuring, respectively, of good and bad workers; the sanctioning of a scholarship tenable in the Cawnpore Agricultural School and of 2 tenable in the Hindu Victoria Technical Institute, Lahore, the providing of each Inspector with an Assistant, a Camp Clerk and a tent, and requiring him to submit monthly a programme of work for the Director's approval; the granting to Inspectors of daily allowance and mileage according to the State regulations, instead of a fixed allowance; the appointment of Miss Ahmad Shah, B.A., on Rs. 100

per mensem as an organising Inspectress of Girls' Schools; the supply by the State of all books and materials needed by girls; the building and equipment by public subscription of the Victoria Memorial Girls' School; the opening of Home Classes and of seven new Girls' Schools and the appointment of a Lady Superintendent for such Schools, and opening of Clerical and Commercial Classes in connection with the City High School, Patiála. There have been improvements also in connection with Boarding-Houses, Physical Training, Teachers' Certificates, Discipline, and Sanitation.

In Baháwalpur also great educational activity was displayed during the year. In all the States much has been done to raise the Colleges to a standard that has satisfied the new requirements of the University. But of the State Schools seen by the Inspecting Officers of the Delhi Circle, the organisation is generally ill-reported on, with the exception of the Jínd State School at Sangrúr.

Chapter XIV.—Discipline and Moral Training.

164. The maintenance of Hostels is dealt with in Chapter XV.

165. *Physical Training* forms an essential part of the course of instruction followed in all Government, Board and Aided Institutions for males, other than those of the indigenous type. In recognised Unaided Schools too the importance of the physical side of education is being more and more realised. Besides, during these five years, Cricket and Football have been included in the subjects recommended for the various examinations for Male Teachers' Certificates. Another feature of the period under review is the recasting of the departmental courses of Physical Training so as to provide for *desi kasrat*, or the indigenous system of athletics—a system admirably suited to the supple limbs of the young Indian pupil. It requires little or no apparatus—a fact which counts for much in this country. These exercises have become very popular. A Central Tournament for Normal Schools was inaugurated in 1904-05, and the innovation has excited considerable enthusiasm among those who are to be teachers in Village Schools. All the Inspectors report that physical training is receiving increased attention, and the teachers are slowly realising the fact that, if rightly conducted, it produces valuable moral results and is important, as the Delhi Inspector says, both to the individual and to the community. In the Delhi Circle there has been an increase in the supply of gymnastic apparatus; but the want of good playing fields continues to be felt. Extension motions and *desi kasrat* are well taught on the whole. Gymnastics, however, is capable of much improvement in almost every district of the Circle. The Inspector speaks of Cricket and Football as fast becoming "National games," despite the expense involved. It is gratifying to be able to say that Hockey has obtained a decided footing in the Colleges and the Secondary Schools of the Province; this is a new and welcome feature. Local interest in games is everywhere shown by the provision of trophies, *e.g.*, the Merk Cup at Multán, a challenge belt at Siálkot, a shield at Jullundur, and two cups at Delhi. In the Jullundur Circle each District is now provided with peripatetic instructors for schools situated in rural areas. Considerable improvement is discernible in drill and *desi kasrat* throughout the Circle; but gymnastic exercises leave much to be desired, mainly for lack of the necessary apparatus. As in the Delhi Circle, the question of the provision of suitable play-grounds remains to be solved here. The institution of tournaments at the head-quarters of Tahsíls is a noticeable feature. In the Amritsar Circle, too, the organisation of tournaments has much improved, and the interest in games is reported to be on the increase. But, while admitting the impetus they give to physical training, Mr. Godley, the Inspector, says by way of caution—"These contests occasion a certain amount of ill-feeling, accusations of unfairness are made, and the lists of competitors have to be jealously scrutinised. Hence Managers and Head Masters are not unanimous in favouring them." The arrangements for instruction in the subject are sufficient, and drill and *desi kasrat*

are said to be usually very fair. In this Circle too the want of playing fields is a common drawback. The teachers generally do not interest themselves in the physical education of their charges, but leave it all to the drill instructors. Mr. Godley pertinently remarks—"It is regrettable that more is not done to imbue boys with a taste for healthy exercise, and to keep them from idling in the bazárs or poring for long hours over their text-books when released from schools. The provision of a half holiday for games on the last Saturday of the month is usually overlooked, and it would be a healthy innovation if one afternoon in every week during the cold weather were set aside for this purpose." The Lahore Circle, as a whole, also shares in the success achieved during the period. Mr. Crosse says—"The progress made during the quinquennium has been generally satisfactory, and the introduction of *desi kasrat*, as a very cheap and effective form of physical instruction, has been looked upon favourably throughout the Circle. Personally I consider these exercises more suitable than any form of drill we have in force, and they are admirably suited to the Punjab." The Simla District, however, lags behind for want of an itinerant instructor. The Inspector speaks hopefully of the increasing interest of the local bodies, the teachers, and the public at large in schoolboys' sports. There are also indications of a spirit of co-operation in games which is bound to exercise a very healthy influence on the character of the pupils. M. 'Umr-ud-dín, the Ráwalpindi Inspector, also bears testimony to the universal popularity of *desi kasrat*. Other branches of physical training are also in a flourishing condition, thanks to the recent increase in the number of instructors, and the supply of the requisite apparatus. The Circle and District Tournaments are regularly held, and the conduct of the players is reported to have been uniformly good. In the Multán Circle physical training has made considerable headway. Lála Sundar Dás, Súri, the Inspector, says—"Gymnastics and school drill are taught with a fair degree of success, and in some Secondary Schools the boys attain a high degree of proficiency. *Desi kasrat* is coming largely into vogue. Almost everywhere native games are played with zest .....Cricket, football and the tug-of-war have been introduced in many of the Primary Schools of the Lyallpur District. The people, particularly the retired military men, give liberal donations for the purchase of the required gear for these games.

In the Province as a whole, physical training seems to have made good progress during the five years under review. The arrangements for instruction in the subject have considerably improved; the supply of the necessary apparatus is much better; and the teachers take increased interest in the physical education of their pupils. The most encouraging feature, however, is the improved attitude of the general public towards school-boys' games and sports. This is evident from the increasing number of trophies offered for competition and the enthusiasm displayed during tournament days. More playgrounds, however, are sadly wanted.

In colleges physical training has made a distinct advance. Cricket, football, and hockey are very much in favour. A very extensive piece of ground has been assigned by Government to the University and the Government College, and a fine swimming-bath for the latter institution is in course of construction. The Central Training College also has now its own swimming-bath and well-equipped gymnasium.

166. *Moral Training.*—The improvement in the tone and discipline of the schools and the behaviour of pupils has on the whole kept pace with the advance made in physical training. The more extended employment of trained teachers; the stricter application of the inter-school rules introduced at the commencement of the period under review, and the consequent weeding out of inefficient schools; the recent strengthening of the inspecting staff; the organisation of teachers' associations and students' clubs; the gradual extension of the hostel system; singing and the recitation of moral pieces of poetry—all these have had an elevating influence on the manners and morals of the pupils and the general tone of the schools. In denominational schools the pupils have the benefit of religious instruction as well, but it is a question if this privilege is not liable to abuse. Mr. Crosse, the Lahore Inspector, while admitting that religious instruction in the schools of the type named cannot fail to exert some good influence on schoolboys, remarks—"I am bound to say that the increase of sectarian schools has been followed by strongly marked sectarian prejudices amongst our scholars, which is a matter of great regret and serious import." Lála Sundar Dás, Súri, the Multán Inspector, also writes in a similar strain—"It may well be questioned whether denominational schools do not create in the young a bias against people of other religions, and prevent that friendly

intercourse between boys of all creeds which is so useful for society at large, and which at present is perhaps best secured in non-denominational schools." The Ráwalpindi Inspector, M. 'Umr-ud-dín, though concurring in the opinion of the other Inspectors as to the decided character of the advance made in these years, cannot help remarking that "out of school, when the pupils are not under the direct control of their teachers, their manners are not so good, the chief defect being the want of due respect to superiors." He says that the parents of the children and the teachers should be jointly responsible for the conduct of their charges. Until these two co-operate, there is little hope of real advance in this direction.

167. The improvement effected during the quinquennium in the pay and prospects of the Village School teacher will, in a measure, succeed in attracting men of a superior calibre. For, after all, it is on the personality of the teacher that the moral well-being of the pupils mainly depends. But, as Mr. Godley clearly points out, there is yet great scope for improvement in the status of the Primary School teacher—"The moral influence of the teacher cannot be discussed without reference to the status of his profession, and it is undeniable that teaching, except at the higher stages, does not increase in popularity. The rise in the wages of labour and in the cost of necessaries has not been compensated for by a proportionate improvement in the teacher's position."

It is pleasing to read in the reports of the Inspectors (Delhi and Ráwalpindi) that attempts are being made to infuse into the minds of teachers and pupils the importance of greater attention to neatness and cleanliness. One sees the results of these efforts in the clean and well-kept premises of the schools, tidy and well-ordered furniture, school gardens, and the liberal use of pictures, charts, diagrams and well chosen mottoes.

Moral training continues to receive considerable attention in colleges, and the heads of these institutions bear testimony to the striking character of the advance made during the period. Mr. Robson, the Principal of the Government College, however, remarks that though the discipline has very much improved, there is considerable laxity, as judged by the English standard. Regularity of attendance is a virtue that remains yet to be cultivated. The tutorial system, first introduced into the Government College and latterly adopted by some of the other colleges—a system under which each member of the staff is personally responsible for the moral and intellectual welfare of a group of students—is reported to have produced good results.

168. The Graduates' Unions and other Old Boys' Clubs are flourishing, and, under proper guidance, their influence on the manners and morals of the students is very salutary. They, however, require to be watched with vigilance lest they should be converted into arenas for political discussion. The inter-college rules recently sanctioned by Government, are in force, and have greatly helped in maintaining good discipline.

Chapter XV.—Boarding-Houses.

169. *Number of Boarding-houses and residents.*—Compared with the earlier period, there is an appreciable increase in the number of hostels and their inmates. The total expenditure on these institutions has also risen by about 33 per cent.

170. *College Boarding-houses.*—The number of hostels attached to Colleges has increased by 50 per cent., while that of residents has nearly doubled in the course of the five years under review. Considerable additions were made during the quinquennium to the boarding-house accommodation provided in connection with the Government College and the Central Training College. The advantages of living in hostels are increasingly appreciated, and there is, consequently, great demand for boarding-house accommodation—so much so that the recent extensions made in connection with the hostel attached to the Government College have proved inadequate, and further extensions are contemplated. Mr. Rudra, Principal of St. Stephen's College, Delhi, says—"As time advances, the influence of a College will depend on the character of the supervision exercised by the resident Professors. In this respect excellent progress has been made. In March, 1906, a house, called the Maitland House, adjoining the boarding-house, and having direct access

to it, was purchased for the residence of three European Professors of the College at a cost of Rs. 25,000, half of which sum was paid by Government. The duty of supervising the boarding-house is still mine, but the salutary influence of the proximity of the Maitland House is the most important educative force set in operation. The boarders are in closer personal contact with the European Professors than the rest of the College. In games, debates and social gatherings, the European element of the staff has a preponderant share, determining imperceptibly to a very large extent the character and the tastes of the boarders. If we succeed in making satisfactory domestic arrangements, the future of the boarding-house is assured." Mr. Robson, the Principal of the Government College, cordially endorses these views. He would like to see all the Professors living on or near the premises of the College. I am glad to say that his wishes in this behalf are being partially realised. The Principal already resides on the premises, and a house in close proximity to the College is about to be converted into residential quarters for some of the Professors. The question of providing suitable boarding-house accommodation is receiving increased attention at the hands of the authorities of Unaided institutions also. The Acting Principal of the Islámia College reports—"The Islámia College new boarding-house with an accommodation for 120 students is under construction, and will be completed in a month or so.....The hostels were shifted to more spacious and commodious buildings than those in which they were in previous years, and will be kept there until the Anjuman's own buildings are complete." The arrangements at the Khálsa College, Amritsar, however, do not appear to be quite satisfactory. Mr. Cole, the Principal, says—"Pending the construction of the new main building, some of our rooms are still used as dormitories by night and lecture-rooms by day." It is interesting to note that five members of the teaching staff live on the premises.

171. *School Boarding-houses.*—In the Delhi Circle the advantages of the boarding-house system are now much better understood and appreciated than formerly both by the boarders themselves and their parents. This is clear from the steady rise in the number of inmates. The boarders generally live in comfort and away from the evil influences to which the day scholars are often subjected; they read and study, as they should, under the healthy influence and guidance of the Superintendent. Boarders generally do better work than day boys, thus illustrating the truth that there is a power in a number of boys living and being trained together which is not experienced in individual teaching and training—the stimulus of emulation and the "sympathy of numbers." Most of the boarding-houses, however, do not afford sufficient accommodation, and some are ill-lighted and ill-ventilated, while several have no proper reading-rooms. Residence is free in the boarding-house attached to the Anglo-Arabic High School at Delhi. Mr. Gilbertson, the Jullundur Inspector, reports—"Although the total number of boarding-houses is three less than five years back, the number of inmates has gone up by 430." . . . . . "Government institutions transferred during the quinquennium from the control of Local Bodies are now provided with medical attendance, lighting at night, better equipment and better paid Superintendents." On the whole, however, the accommodation is neither sufficient nor suitable. Five new boarding-houses were constructed during the period, the one in connection with the Jullundur Normal School was extended, and three more are under construction. Mr. Gilbertson adds—"More attention is now paid to supervision, to physical exercise, and to the formation of character among the boarders. There is no doubt that students who live in such institutions for a few years imbibe the good habits of punctuality, methodical work, neatness and good manners, and are more likely to become better citizens than those who have not this privilege." In the Amritsar Circle there are two more boarding-houses than in the earlier period, with 2,756 boarders. The Mission School at Amritsar is the only High School without a boarding-house, but one is about to be erected there. The Board Secondary Schools are all provided with boarding quarters, except two in the Gurdáspur District, where they are not needed. Most of the expenditure was incurred in Unaided boarding-houses. As regards the internal arrangements, the Inspector remarks—"Rules are nominally observed; but in many of the boarding-houses under the Local Boards there is little control or discipline, and the ventilation and lighting leave much to be desired. Medical attendance is provided where practicable." . . . . . "As a rule, a boarding-house means simply an overcrowded dormitory, the air in which is poisoned at night by the ill-smelling lamps which the boys bring with them. One of the school class-rooms is sometimes used for study purposes." The Inspector, Lahore Circle, reports that all the Public Secondary Schools for Indian boys, except four, as well as four Primary Schools in the Simla District, have boarding-houses attached to them, there being

22 of them now with 807 pupils in residence. The quinquennium under review has good progress to show as regards boarding-houses. However, reading-room arrangements are not yet quite satisfactory in several places, as almost no provision has yet been made for supplying them with in-door amusements or suitable literature. The internal arrangements are incomplete in some others also. The supervision, however, is generally satisfactory. The Inspector remarks—"The beneficial effect of these institutions on those residing in them is very well borne out by the fact that it is generally the boarders who take the lead, be it in the class-room or on the play-ground. They are always inspected carefully, and the Local Bodies and Managers are exhorted year after year to attend to them particularly, though the results do not correspond with the efforts made." The Government Normal School for Women, Lahore, opened in January, 1905, had 14 boarders at the end of the year, risen from 6 last year. This institution is under the direct control of the Director. In the Ráwalpindi Circle the number of boarding-houses is 45 against 56 in 1901-02, the decrease being due to the closure of inefficient schools with their boarding-houses under the operation of the Recognition Rules; but the number of inmates has risen from 1,223 to 1,506. M. 'Umr-ud-dín, the Inspector, says—"This indicates that residence in the boarding-house is now much more appreciated, and its beneficial effects on the inmates better recognised." . . . . . "At the close of the last school-year there were 15 schools which were without boarding-houses. Four of these do not require such accommodation, as they are attended by students belonging to the local areas." . . . . . "During the quinquennium under review some improvement has been effected in boarding-houses, and about nine good houses erected and additions and alterations made in a few others. Accommodation was found cramped in several houses, and in some further admission had been stopped for want of room." . . . . . "Seventeen schools in all have got their own buildings, and most of them are suitable and commodious. The remaining boarding-houses . . . are located in rented houses, most of which are unsuitable from various points of view." . . . "The internal arrangements are generally satisfactory, and supervision efficient. The Government has recently sanctioned some rules for monthly allowances to Medical Officers for visiting the boarding-houses situated in their respective towns. The arrangements for medical attendance specially for Government and Board boarding-houses have therefore much improved." . . . "But this cannot be said of the reading-rooms which yet leave a great deal to be desired." In the Multán Circle too the number of boarding-houses and of those residing in them has increased. The expenditure on these institutions has also considerably risen. The Inspector reports—"The Government School boarding-houses are better equipped than before. Proposals for the improvement and extension of these hostels are under consideration, and the plans are being prepared by the Public Works Department. There is a general need for more accommodation. Extensions have been made in a few cases, while in some others the matter is engaging the attention of Local Bodies. The internal arrangements have decidedly improved—particularly in hostels under the charge of Head Masters of High Schools. Supervision is generally effective. The conduct of boys is watched, and their health and comfort looked after." Throughout the Province every year sees improvement in the management of boarding-houses in one respect or other; and now no grant is paid on account of any boarding-house unless the Inspector is thoroughly satisfied that the locality is respectable, the sanitation sufficient, the rooms properly lighted by day and night and well furnished, and the private study of the pupils effectively supervised.

Chapter XVI.—Educational Conferences.

172. The following Educational Conferences were held during the period under review:—

1. General Educational Conference;
2. Conference of Inspecting Officers;
3. Conference on Commercial Education;
4. Conference on Female Education;
5. Departmental Conference.

An Educational Exhibition was also held in 1903.

173. The General Educational Conference met in April, 1903, and among the more important matters considered were the following:—

(*a*) Changes required in the organization of Industrial Schools—Indigenous and other;

(*b*) Simplification of the Grant-in-aid Rules for each kind of school;
(*c*) School Final Examination;
(*d*) Establishment of Continuation Schools;
(*e*) Establishment of Female Schools maintained by Government in places where local agencies have proved inefficient or inoperative;
(*f*) Zamíndári Schools;
(*g*) Levy of tuition fees for Colleges for 12 months;
(*h*) Provision of Drawing in Primary and Secondary Schools.

174. The Conference of Inspecting Officers met immediately after the General Conference, and the following important matters amongst others were discussed:—

(*a*) Position and duties of the Assistant District Inspectors;
(*b*) Sixth Circle of Inspection;
(*c*) Powers of the Inspectors in the matter of appointments, transfers, punishment, etc., of teachers;
(*d*) Stipends offered in connection with the Central Training College and the Normal Schools for males and females.

The orders of Government passed on the recommendations of the Conferences were noticed in my report for the year 1903-04.

175. The Conference on Commercial Education was held on the 10th April, 1905, under the presidency of Sir David Masson. Some of the recommendations made by the Conference and the Government orders passed thereon were noticed in my report for the year 1905-06. As regards others, it may be stated that (1) the question of changes in the curriculum was referred to the Punjab University; but the difference of opinion being considerable, the matter is now under the consideration of the Department; (2) Commercial men will, as far as possible, be appointed as Examiners in the subjects taught to the Commercial Classes; (3) the preparation of suitable text-books on Commercial Education has been entrusted to the Punjab Text-Book Committee; (4) about the establishment of Commercial Classes at Vernacular Middle Schools for the training of clerks for indigenous trading firms, "the Government doubts whether the same course would suit. The matter needs further examination by representatives of the indigenous methods," and the necessary action will be taken accordingly; (5) the establishment of an Advisory Committee has been approved by the Government and members nominated. They will be requested to visit the newly opened classes in the Province and favour the Department with their reports. They will be supplied with a list of the schools.

176. The Conference on Female Education was held in May, 1905, and some of the proposals made by the Conference were considered by the Government and orders passed thereon as noticed in the report for the year 1905-06. Some of the others are still under consideration. The question of the uniformity of the school-year has been dropped. Article 454 of the Punjab Education Code under revision has been modified and provision made therein that grown-up girls may, in special cases, be admitted as casual students in girls' schools with the sanction of the Inspector, and their attendance marked for one meeting only. In order to meet the recommendations of the Conference regarding the development of Home Education Classes, a new Article has been suggested for the revised Punjab Education Code. The organization of these classes is left to private agencies, and the Government will be prepared to encourage their efforts by giving them money grants, appliances, prizes, etc., on certain conditions.

The Local Government have accorded their sanction to the recommendations of the Conference that Roman-Urdu and Roman-Panjábi should have a recognised place in the vernaculars of the Province, and in all the departmental examinations for women, the Middle Standard Examination for Native Girls, and the Examination for Female Teachers' Certificates, the vernacular (Urdu, Hindi and Panjábi) may be written in the Roman character. The Rules and Regulations for these examinations will be revised accordingly. Modifications have been made in the Rules for Grant-in-aid and the award of Scholarships and Stipends on the recommendations of the Conference. Some of the proposals made for the purpose

of securing more female teachers for girls' schools have been accepted and inserted in the revised Punjab Education Code.

177. The Departmental Conference assembled soon after the Conference on Female Education in 1905. The 15 questions considered by them were detailed in the report for the year 1905-06. Almost all the recommendations of the Conference have been inserted in the revised edition of the Punjab Education Code.

178. The Punjab Educational Exhibition was opened on the 20th April, 1903. The total number of exhibitors was 248, and that of visitors 35,252. This Exhibition was the first of its kind in Upper India and was greatly appreciated by all classes of people.

Chapter XVII.—Preparation and Distribution of Text-Books.

179. *Review of the work of the Text-Book Committee.*—The educational progress of the period owes a great deal to the willing co-operation of the Text-Book Committee. The new system of geometrical teaching, the simpler scheme of studies for the new rural schools, the recent developments in female education and the training of teachers, rendered imperative the preparation of suitable syllabuses and courses of reading. The Committee showed commendable zeal in responding to the call. The English and Urdu Manuals of the new Geometry, Syllabuses of Urdu Grammar and Object Lessons for rural schools, Urdu, Panjábi and Hindi Readers specially adapted to meet the requirements of girls, simplified Vernacular versions of the Departmental Manuals of Kindergarten and School Management, and a course of reading in Urdu for the Lahore Normal School for Women were taken in hand during the quinquennium, and are either finished or about to be finished. Owing to the more general introduction of Drawing in schools, the Committee had to arrange for the preparation of a graduated series of charts. The greater attention now given to the equipment of schools necessitated the production of a "Hand-Book of School Furniture." Specimens of up-to-date furniture are being prepared, and as soon as these become available, a revised edition of the "Hand-Book" will be brought out.

A manual of "Eyesight in Schools" for the use of teachers and students in training institutions was compiled only last year. The importance of the book to those for whom it is intended can hardly be over-rated. The Committee had also to revise carefully the lists of books, charts, pictures and diagrams for the libraries of schools. The need for suitable coloured illustrations for our Vernacular Readers had long been felt. The matter engaged the attention of the Committee during the quinquennium, and the illustrated Primer of Urdu and the Pictorial Alphabet, both printed in colours, are the result. Apart from these, a good many other text-books, such as the District Geographical Readers, and the Miftah-ul-Arz, have been revised and brought up to date.

This is a very good record of work. But the Committee has continued to perform with unabated zeal its other duties also. Rái Sáhib Kunj Bihári Thápar, the Officiating Secretary, remarks—"In addition to the work connected with the preparation and revision of text-books, the Text-Book Committee in the Punjab discharges another and a highly useful function, *viz.*, the encouragement of healthy Vernacular literature. In order to stimulate the production of good and useful books in Urdu, Panjábi and Hindi, the Committee sets apart every year a sum of money to purchase copies for distribution among schools. Arrangements have also been made for the publication, under the auspices of the Committee, of healthy and instructive literature in the Vernaculars. The amount spent by the Committee during the quinquennium on books published on their own account was Rs. 3,845-1-4, and that spent in purchasing copies of books published otherwise Rs. 10,249-0-8."

The Reference Library and the Educational Museum of the Committee are duly kept up. The aim is to provide a complete collection of works and appliances relating to school education in its various branches. The Library and the Museum are open free of charge to all engaged in the work of teaching; and the scheme, noticed in an earlier report, whereby books are sent periodically

to Inspectors for the use of teachers outside Lahore, is working satisfactorily. Parties of students under the charge of their teachers are also allowed to visit the Library and the Museum. The educative value of these visits must be great.

180. In April, 1903, an Educational Exhibition was held at Lahore. It was a great success. A detailed account of it appeared in the Report for 1903-04.

181. Another important event of the quinquennium was the appointment of the Text-Book Revision Committee. An account of its operations was given last year, and need not be repeated here. Suffice it to say that the Committee has on its programme the preparation of about 40 school books of various kinds. Their instructions are that they should endeavour to infuse into their books something of the charm, the freshness, and variety of the reading books brought out by English publishers. From some of the specimens of their work submitted for approval, it appears that the standard indicated has been well kept in view. The Committee will come to the end of its labours with the beginning of the new year, and a detailed report of its work will be published in due course.

182. *Translation Department.*—The Translation Department attached to the Central Training College continued to discharge its duties satisfactorily. In addition to the reviewing of a large number of books for the Text-Book Committee it translated as usual the circulars issued by the Department from time to time.

183. *Printing and Distribution of Text-Books.*—The contract for the printing, publication and sale of text-books of various kinds published under the auspices of the Text-Book Committee and the Department was revised. The new contract was entered into for a period of three years only, and has resulted in a considerable reduction in the price of books. Books which used to be sold at the rate of 576 pages for a rupee began, under the new arrangements, to sell at the rate of 1,000, and, in some cases, 1,250 pages for a rupee. As a measure calculated to popularise Primary education, the revised contract is a decided gain. The policy aimed at by Government in abolishing the Government Book Depôt and the Educational Press more than twenty years ago was to "cover the land broad-cast with cheap and good books." These, it was stated, "never fail to stimulate the demand for elementary education." The new contract is calculated to contribute materially towards the success of that policy.

184. *Finances.*—The Text-Book Committee spent during the year a sum of Rs. 2,885-7-0 in purchasing copies of good and useful books for presentation to schools and colleges. The year opened with a balance of Rs. 48,024-10-8. The receipts during the year amounted to Rs. 21,507-0-8, thus giving a total of Rs. 69,531-11-4. The disbursements amounted to Rs. 35,876-7-10. The balance at the end of the year was Rs. 33,655-3-6. This balance includes Rs. 8,938-11-10 out of the grant of twenty thousand rupees made by the Punjab Government to meet the expenses of the Text-Book Revision Committee. The expenditure budgetted for the year 1907-08 amounts to Rs. 22,000 in round numbers. The balance at the end of the year will, therefore, be a little over Rs. 3,000.

W. BELL,

Director of Public Instruction, Punjab.

APPENDIX.

Extracts from the Reports of Inspectors, Inspectresses, and the Principal, Government College, Lahore.

MULTAN CIRCLE.

Primary Schools.

1. There is evidence of distinct improvement in the character of education given in Primary Schools—the direct result of measures of reform introduced during the period, notably the abolition of individual tests applied by Inspecting Officers, the change in the mode of annual inspection of schools from the examination of pupils of different schools by departmental standards at convenient centres to looking into the work of each school as it is actually carried on under local conditions, made possible by the strengthening of the superior inspection staff, and, lastly, by the directional work entrusted to the District Inspection staff, who act as guides, and give model lessons. Nor must I omit to mention the improvement in the work of teachers, due to greater contentment in consequence of increase in their salaries. They are now less inclined to give up educational work, and attend to their duties in a better spirit. Improvement in the direction of raising the quality of work done cannot obviously be estimated by statistics, but of its existence there is little doubt. There is still much room for further improvement. In this connection we have to remember that the supply of adequate teaching power has fallen far short of the great and general demand for it owing to the large increase of new schools throughout the Province.

Normal Schools.

2. Criticism lessons form an essential part of the student's training. These lessons begin towards the end of the Summer Term, when the students show a fair grasp of the theory of teaching. At first two lessons are given daily, but the number is increased to three during the Winter Session. Each student gives, on an average, three lessons to the Model School classes under the observation of his class-fellows, who take notes and at the end criticise the lessons. The supervising masters sum up the criticism with their own comments. These hints are taken down by the master and the critics of the lessons alike in their criticism note-books, which serve the latter as compendiums of school method when they enter into the profession. Besides giving criticism lessons in Normal School class-rooms, the students teach the Model School classes by rotation for a week at a time. The Model School work is even a more useful teaching exercise, as it is conducted under conditions which partially approximate to those which obtain in the schools where the pupil-teacher will have to work. It may be admitted that the conditions of work in the Model School are to some extent artificial, but in the act of presenting the lesson to his class, and in handling it, the novice is left to his own resources. The Model School staff is reported to have supervised the pupil-teacher's lessons with care.

Practical Agriculture is another step in advance. Agriculture has, indeed, been a subject of instruction in our Normal Schools for a long time. But the teaching was mostly theoretical, and only occasionally supplemented by concrete illustrations from the school miniature garden. The schools have now proper farms in their neighbourhood. The students have to work in the farms with their own hands, and to watch and note the processes performed and stages of growth of the typical crops, cereals and vegetables grown in fair abundance. This practical work gives the future teachers of our villages, mostly populated by agriculturists, an insight into principles of agriculture, of which any amount of mere verbal exposition would be a poor substitute.

Female Teachers.

3. The strengthening of the Female Inspection staff is an important measure of reform, which is expected to further the cause of female education to a high degree. The female agency is particularly valuable in "Constructive Inspection," as female teachers, according to the custom of the country, show a natural hesitancy in approaching a male Inspector, even if they do not observe *pardah*, and in putting any question to him, except through a male interpreter—a relative or a respectable person of advanced age.

AMRITSAR CIRCLE.

Unpopularity of the teaching profession.

4. Difficulty is everywhere experienced in obtaining candidates for Normal Schools. Youths who have been induced by the District Inspector to be candidates often shirk on various excuses, and the District Inspector of Kángra gives instances of assistant teachers preferring to become police constables, patwáris, and postmen. "During the last month," he says, "half a dozen such youthful assistants left us without much ceremony to take to patwárship, whereas two of them were would-be stipendiaries of the Normal School. They preferred a salary of Rs. 10, with a long candidate.

ship, to immediate employment, when trained, on Rs. 12." Three considerations tell against the popularity of the village teacher's calling: (*a*) he has no perquisites; (*b*) he has no pension; and (*c*) departmental requirements tend to become more exacting. The list of subjects and text-books in the Upper Primary stage is most formidable, and imposes a task beyond the powers of teacher and pupil. It is to be hoped that the simpler Rural School course will be generally adopted in its place.

Notwithstanding the inadequacy and poorness of the material, it is satisfactory to find that the superiority of trained teachers to men of the old type is generally acknowledged. The old-fashioned village teacher, however, was on more friendly and familiar terms with the residents, and more successful in inducing them to send their children to school.

Abolition of examinations.

5. The abolition of the Anglo-Vernacular Middle School Examination and of the Upper Primary Standard Examination was among the noteworthy changes of the quinquennium. The Anglo-Vernacular Middle School test was an interruption to the continuity of school work, and its abolition need not be regretted from the point of view of sound education. At the same time, it was a useful spur to the lazy, and Head Masters unite in deploring its abolition on this ground. Replies to a query as to the effect of the change were received from six Head Masters of High Schools, all of whom say that the attainments of boys joining the high classes from Middle Schools have noticeably deteriorated; and 12 Head Masters of Middle Schools replied that the boys no longer worked with the same zeal and industry as formerly when they had a certificate to work for. Most of the Head Masters of Secondary Schools would be glad to see the Anglo-Vernacular Middle School Examination re-established. As to the abolition of the Upper Primary Standard Examination, District Inspectors of Schools hold that the only result of the change hitherto has been that promotion has become more lenient, and that the First Middle Classes are consequently encumbered by a number of incompetent boys who would have been kept back under the old system. One District Inspector says that "the ordinary run of teachers in Primary Schools have neither the courage nor the sense of responsibility to use the power that it places in their hands with integrity." Nor has the change enabled Inspecting Officers to pay more attention to discipline and method, owing to the increased number of schools to be inspected, and the rule insisting on examination *in situ*, which means that three or four schools have frequently to be visited in a short winter day. Both tests served a useful purpose in winnowing boys at different stages of school instruction and checking indiscriminate promotion. Their removal has had a relaxing effect, which, it is to be hoped, is only temporary.

Curriculum.

6. The only change during the quinquennium was the substitution of Experimental Geometry for Mensuration in the Middle Classes. The manual prescribed for this subject has not been taught successfully as yet except in rare instances. The features of the present curriculum which are most commonly objected to by teachers are—(*a*) the English Readers, which are not properly graded in difficulty; (*b*) the Translation Exercises, which have been compiled without system, and for which keys are obtainable; (*c*) the separation of Physical and Political Geography in the Geography course and the arrangement of this course generally; and (*d*) the teaching of Persian and Persian Grammar at the Primary stage.

Overpressure.

7. The number of subjects and text-books, and the division of these subjects among different teachers, are the cause of excessive home tasks being set and of unintelligent memorising or cramming. It is not uncommon to find that boys add four or five hours of home work to the five or six hours spent in school, thereby benumbing their intellectual powers as well as injuring their eyesight and physique. Head Masters should set their face against overstudy, but they rarely do so. One of the baneful effects of this incessant poring over text-books is that boys have no time to acquire a taste for miscellaneous reading, and school libraries, in the few cases where they exist, are seldom availed of. Intelligent supervision of boarding-houses and encouragement of school games might help to combat the evil.

LAHORE CIRCLE.

Private Institutions.

8. The total number of all kinds of schools—Government, Board, Aided and Unaided, both Vernacular and Anglo-Vernacular—has fallen during the quinquennium, and is due to the enforcement of the Recognition Rules, which have swept away all those inefficient institutions, which without any sound financial basis and with illiterate staffs had sprung up like mushrooms, and threatened to destroy all good discipline and education by the unfair methods which they practised to the detriment of good schools. The result of this drastic treatment has had an especially striking effect for good on the remaining Unaided Schools, which fought hard to maintain themselves in efficiency against these unscrupulous institutions. The Islámia School, Lahore, for instance, has sprung forward by leaps and bounds to quite the first place among Muhammadan Schools in the Province, has improved its numbers, buildings, equipment and discipline. The Dayanand Anglo-Vedic School, too, has made great advance in numbers, equipment and educational efficiency. The Union Academy advanced in various directions, and has now been rewarded by being put on the aided list.

Abolition of Upper Primary Examination.

9. It will not be out of place here to remark that this system, though commendable in this respect, that it relieves the Assistant Inspectors of the arduous work of examining individual candidates by the Upper Primary Standard, and gives them more time to attend to teachers' methods and school discipline, is not altogether an unmixed blessing. Experience has proved that the examinations held by the head teachers in village schools and subordinates in large Anglo-Vernacular Schools are in more than half the cases unreliable, being based on no principles whatever. Thus Inspecting Officers have to exercise their power of veto, which creates a good deal of dissatisfaction and heart-burning in several quarters, and gives rise to groundless complaints.

As reported in 1901-02, the supervision of branch post offices in charge of the school teachers rests with the Postal Inspectors, but it is clear that this double government has its disadvantages, and though cases of friction are becoming rare now, the Postal Department has had to take away postal duties from several school masters during the five years under report.

In addition to these, some branch offices are in charge of the Aided Indigenous school teachers in the Lahore District, and the allowances are a great help to those poorly-paid men and widens the circle of their influence by bringing them more and more in touch with the village public.

Prizes in Girls' Schools.

10. With a view to give impetus to education for women, it is necessary to provide funds for distribution of prizes and sweets as rewards to those who have attended school regularly and have shown diligence in their studies. It will make female education popular with the poor parents.

Progress of purely vernacular secondary education and secondary English education compared.

11. It is an undeniable fact that purely Vernacular Secondary education spreads but slowly even with Government help, mainly because private enterprise takes very little part in it. On the other hand, the progress of Secondary English education shows marked advance, and if the demand of the public to convert Vernacular Middle Schools into Anglo-Vernacular ones had been given way to, we should by this time have scarcely had a Vernacular Middle School in the Circle. I think no better example can be given than the foregoing to show how the desire for English education is spreading in all urban areas. English is the only medium of instruction in the High department, while Geography and Mathematics are taught throughthe same medium in the Middle Classes.

Private schools seem to find less and less favour with the people, and consequently are falling in numbers, and Indigenous and Elementary Schools are gradually coming under the influence of the Department. These facts prove that modern forms of education are steadily gaining ground and replacing purely indigenous forms.

The effect of the effort made to improve general teaching in schools, the status of the teachers, and discipline, moral training, etc., with specific measures taken.

12. Efforts made to improve the general teaching have had some success. The abolition of individual examination by the Primary Standard has given Inspecting Officers greater opportunities of attending to method and discipline; the steady increase in the number of trained teachers, the appointment of a second Assistant Inspector, which has enabled us to inspect schools *in situ*, the addition of Assistant Distric Inspectors (whose chief duty it is to act as peripatetic teachers of method), the stress laid on intelligent and practical teaching through the introduction of kindergarten methods, the re-organisation of Teachers' Associations, and the arrangements for magic lantern lectures, have done much to improve the methods of old-fashioned teachers, and have been instrumental in raising the quality of teaching generally. The number of trained teachers has risen, but the supply does not meet the demand, for owing to the opening of new schools untrained and ill-qualified teachers have had to be employed in large numbers. The status and prospects of Anglo-Vernacular teachers have been improved considerably by the provincialisation and by the transfer of Secondary Schools to the charge of the Department. A good deal has been done to raise the pay of Vernacular teachers and to establish a Provident Fund for those working under Local Bodies. Vernacular teachers form the backbone of the Department, and without them no Primary education can be possible. Every encouragement should, therefore, be offered to make the service more attractive than it seems to be, and this is especially called for in Vernacular Middle Schools, as I find it harder and harder as time goes on to get qualified men to take up appointments. Discipline and moral training on the whole show progress, though it is impossible to ignore the fact that there are cases of retrogression, and that we have not yet anything like reached that standard we hope for. Class drill, the monitorial system, cleanliness of dress and person, uniformity of head dress, school and class-wise, the singing of moral songs, the organisation of students' clubs, improved boarding-house arrangements, and the more careful organisation of school games and tournaments are all examples of the means used for improvement. The Association of the Head Masters of the recognised High Schools of the Lahore City, started during the past five years, has proved very successful in improving the relations of schools, in enforcing discipline, and in ensuring the strict observance of Inter-school Rules. Before this Association was formed the schools concerned regarded each other as enemies; now there is a much greater tendency to treat each other as friends.

Technical education.

13. There is no doubt that the tendency to take to industrial or commercial walks of life is growing. It is, therefore, satisfactory to note that the Department has been doing a good deal to foster this tendency by the introduction of Drawing, Advanced Science, Agriculture, and Clerical and Commercial courses in the Secondary department, and by the addition of lessons in Mapping, Land Records, Practical Mensuration and the elements of Agriculture and Hygiene to the Primary course, and by affording facilities to Aided Elementary and Indigenous Schools to earn additional grants for industrial subjects. This provision of practical education is bound to direct the attention of pupils to the more practical walks of life which offer good openings, instead of looking, as has hitherto been too much the case, to Government service for employment. At present Lahore is the only place in the Circle where satisfactory progress has been made, and where still further development can be expected as regards Technical and Industrial education. The Victoria Diamond Jubilee Hindu Technical Institute might, however, do much more good than it seems to be doing at present, if it would strike out an independent line of its own instead of unnecessarily competing with the Government school on the other side of the road.

INSPECTOR OF EUROPEAN SCHOOLS.

Teachers.

14. A certificate of having passed the Middle or High School Examination seems to have been generally regarded in the past as sufficient qualification for a teacher, and the result has been that the blind, or partially blind, have had to lead the blind. It is hopeless to expect any subject to be taught with any degree of thoroughness when the teacher has read little or nothing more than the pupil We want as teachers educated men and women whose hearts are in their work; who sympathise with children and endeavour to get in touch with their minds; whose aim is to train their pupils, to use their powers to the best possible knowledge, and to strive for it for its own sake.....To secure this kind of teacher it is absolutely essential that at least a living-wage be given from the outset with reasonable prospects for the future, security of tenure, and some provision for old age. If starvation-wages be paid and teachers treated with scant respect, we must not be surprised if the result of their work falls far short of the ideal.

Spelling.

15. There is no doubt that spelling is steadily deteriorating. This may be partly due to the introduction of more intelligent teaching in place of mechanical memorising and partly to the practice of giving passages as mere tests of spelling without previous careful preparation. Whatever the cause, the result is to be deplored, and it is more necessary for schools to make a special effort at improvement. The suggestion to introduce a spelling-book will, I know, be condemned by many as advocating an unsound method, since it is said that it is absurd to learn words outside one's vocabulary; but if no other means can be found, I would prefer the introduction of such a book to a continuance of the present unsatisfactory state of things.

RAWALPINDI CIRCLE.

Normal School.

16. The conduct of the students both in and out of the school is said to be highly commendable. The Head Master says—"I can convincingly assert that our men have always been above that current of political disturbance which is so often associated with the name of the student community as a whole." In the boarding-house groups of students have to reside together, and in spite of such a variety of character, feelings and ideas brought together, it is satisfactory to note that there has pervaded universal sympathy, love and regard. In the school and the boarding-house every care is taken to improve their morals and manners. It is an admitted fact that on leaving the school these men are generally better-behaved and possess better manners than at the time of their admission into the school.

Practical Mensuration.

17. The teaching of Practical Mensuration is yet far from being satisfactory. Our students generally do not seem to know as much of Practical Mensuration as the students of a "Patwári School" know, and few of them can draw khasra, shajra, etc., which an ordinary patwári is excepted to draw. Till the teachers of the subject are specially trained, there will, I fear, be little improvement in training in this subject.

Female education.

18. From my personal experience in this Circle, as well as in both the North-West Frontier and Balúchistán Provinces, I can say that a very effective measure for spreading female education, especially among the Muhammadans, is the introduction of some religious instruction, that is, the teaching of the Qurán, in the curriculum of our public schools. This can easily be effected out of school hours, and the insertion of a foot-note under the Scheme of Studies for girls will fairly serve the purpose. At present the Teachers and District Inspecting Officers seem to consider that religious instruction of any kind, even out of school hours, is strictly prohibited, and should not be imparted at all in girls' schools.

Upper Primary Examination.

19. The system of conducting the Upper Primary test has recently been changed, and instead of the individual examination, a collective one is held. This change has not only facilitated the work of the Inspecting Officers, but has smoothed the way of the boys to the next higher standard. The great difficulty, however, is that in a majority of Primary Schools the examinations held by the head teachers were not judicious and careful, and the Inspecting Officers at the annual inspection had consequently to devote more time to satisfy themselves that the boys of the 5th class had fairly completed the Primary School course. As time passes on, those teachers might better realize their responsibility in this direction.

Zamíndári Schools.

20. The revised scheme for Rural Primary Schools having recently been published, there will now be no distinction between a Rural and a Zamíndári School. But the success of the new Rural Primary Schools depends upon their proper location. If within a small area of a few miles in the same rural tract the two different kinds (Town and Rural) of Primary Schools are allowed to exist, the fate of the new Rural Primary Schools will, in the long run, I fear, be the same as that of the present Zamíndári Schools, and all complaints now lodged against the latter schools will be made against the former. Though the revised scheme has facilitated the passage of boys of promise from the Rural Primary to the Vernacular Secondary Schools, yet the very existence of two different kinds of Primary Schools near each other in the same rural tract will create a doubt in the mind of rural population. The revised Rural School scheme undoubtedly possesses some distinctive features specially useful for the tuition of boys of rural population; but there is no reason why all schools situated in the same rural tract and attended by the same class of people should not be converted into Rural Schools. In my opinion almost all the existing Village Primary Schools also, with the exception of those situated in large villages, where non-agricultural population prevails, should be converted into the new type of schools, *i.e.*, Rural Schools. This would remove not only the possible complaints of the people, but also the difficulty of changing schools in the same tract with Leaving Certificates.

School Committees.

21. The experiment of Village School Committees has been tried in almost all districts; but it is to be regretted that, with a few exceptions, the members have shown no interest at all in the Primary Schools of their respective villages. Some special measures are needed to rouse their interest.

JULLUNDUR CIRCLE.

How numbers fallen.

22. For the fall in the number of scholars attending Middle and Upper Primary departments of both Anglo-Vernacular and Vernacular Schools, reasons, I imagine, should be sought for elsewhere than in the decrease in the number of schools, for, as explained in the Chapter on Primary Education, the number of scholars attending Upper Primary departments of those institutions has dwindled down in spite of the large increase in the number of schools. The number attending Lower Primary departments of both Anglo-Vernacular Schools has risen. Taking all departments together, the number of scholars has gone down by 103 in Anglo-Vernacular and by 298 in Vernacular Schools. The conviction forces itself that people desire education; but when the child has been at school for two or three years, perhaps to keep him away from mischief, considerations of utility dawn upon the parents' mind, and those who had sought for an immediate return begin to withdraw the boys from school, while those with a wider view push up the boy's education to the School final course.

Trained Teachers.

23. It is, however, to be added with grave anxiety that our trained Vernacular Teachers have shown a deplorable want of intelligence and alacrity in using the methods taught them as soon as they are put in charge of Primary Schools. They even forget how to write notes of lessons, a thing they did so excellently while under training for the Certificate Examination.

Municipal Branch Schools.

24. It is a matter both for surprise and disappointment that Primary Branch Schools in large Municipal towns are worse off in the matter of buildings than Village Schools. Rarely have they a building of their own, but are generally miserably housed in hired buildings. There are no play-grounds for the health and recreation of the boys, and drill and gymnastics are consequently neglected.

Physical Instruction in Girls' Schools.

25. The Dev Samáj School in Ferozepore City, the Kannya Maha Vidyála in Jullundur and the Mái Bhagwanti Unaided School at Hariána are the only institutions where some action songs and other physical exercises are taught. In one of the Municipal Board Girls' Schools in Ludhiána a beginning has been made in this direction. In other Board Primary Schools nothing is done in this respect, though in the interests of the physical development of the girls it seems highly desirable that at least some native games, suited to the requirements of native girls, be introduced in the Girls' Schools.

DELHI CIRCLE.

Normal School.

26. The students have now to undergo a training for two years; but, owing to the very great demand for teachers, this rule has not been strictly carried out in the case of those students who, by their intelligence and

progress, were considered fit to finish the course in one year. The Head Master has now the power to detain a student who has not made sufficient progress with his studies from appearing for the Certificate Examination at the end of one year.

Needlework.

27. Needlework and household duties are well taught in most of the Aided Schools and in a few of the Board Schools. The schools deserving special mention in this connection are the Aided Middle Schools at Delhi, the Aided Industrial Indigenous Schools at Delhi and Salámatpur, and the Indraprastha Kannya Shikshálaya in Delhi. In addition to ordinary needlework, spinning on *desi charkha*, drawn-thread work, and gold embroidery on shoes (panna work) are taught in Delhi Industrial School and in Salámatpur School; lace-making, hemstitching, drawn-thread work, embroidery, knitting, rug and coarse mat-making, and making of papier-mache baskets are taught. The making of tiles has just lately been started. Besides this, a number of the girls in this institution are trained in growing their own corn and vegetables, and have built *kacha* houses to sleep in.

Cotton picking, cotton planting, and grinding are also done. In the Indraprastha Kannya Shikshálaya, Delhi, which is perhaps one of the most promising Girls' Schools in the Eastern Circle, drawing, clay-modelling, mat-plaiting, paper-folding and brush-work are all well done in connection with the Kindergarten method of teaching. This school is under the careful supervision and teaching of Miss L. Gonenier, Lady Superintendent (an Australian Certificated Teacher), who has also introduced Physical Drill and Kindergarten games with very happy results.

Primary Schools as Post Offices.

28. The allowance for the postal work of these teachers ranged between Rs. 2 and Rs. 8-8 per mensem. The teachers appreciate the chance of succeeding to a school with a post office, which adds a few rupees to their small monthly income, and enables them to have greater influence with the people, which may be utilised in the interest of the school.

Teachers' Associations.

29. Teachers' Associations have been started in almost all the districts, not only in connection with the Secondary Schools, but Primary Teachers also meet periodically at Central Schools once or twice a month to discuss educational matters. These meetings have proved very useful in keeping trained teachers from sinking into lethargy and indifference and in awakening a desire to learn efficient methods on the part of some of the untrained teachers.

Staff, &c.

30. The state of the Board Schools in the matter of staff is daily becoming more serious. The rate of pay, barely sufficient ten years ago to attract qualified men, is now so far behind the market value of trained teachers of every class as to hold out absolutely no inducement to them to accept posts in these schools.

The Department has just enquired from the heads of districts how much money each of them would require for Secondary School buildings intending evidently to give grants from Provincial Revenues for building some school and boarding-houses in each district. These grants, supplemented with the direct action the Government would take in improving the buildings of the Government High Schools, will greatly help in solving the great problem of efficient housing as regards schools and boarding-houses. The equipment of the Secondary Schools has also improved considerably during the quinquennium, more particularly since 1905, when Secondary Schools at head-quarters of the districts were converted into Government High Schools. Furniture and appliances of a modern and approved type have been supplied to these schools at a considerable cost from Provincial Funds, which cannot but have a wholesome effect upon the other Secondary Schools in the Circle. Most of the Secondary Schools stand in need of dual desks, blackboards on easels, combined with map-stands, running almirahs fitting into wall spaces for science apparatus, properly fitted tables for demonstrating science experiments, and good pictures, charts and models for illustrating object lessons and lessons in reading, geography and history. Science and Gymnastic apparatus are incomplete, and books of reference and on pedagogical subjects connected with the teacher's work required.

Aided Schools.

31. The Government have also recently enquired what additional sums of money will be needed in order to bring Aided Schools up to a limit of efficiency in point of staff and equipment which may be a little below that aimed at in Government High Schools. The worst equipped Secondary Schools in the Circle, and for the matter of that in the Province, are the Vernacular Middle Schools, though they are perhaps the most useful in the education they give and in supplying candidates to the Normal Schools for training as Primary School Teachers. In the interest of Primary education, if not for their intrinsic value, the salaries of the staffs of these schools need to be raised to bring them, in the lower grades at least, up to the same level as their brethren in the Primary School. A special grant is needed to improve their furniture and appliances which are generally old, rickety and inadequate. The question of increasing the number of such schools in order to increase the supply of candidates to be trained as Primary School Teachers, which at present is not at all equal to the demand, has been before Government for some time.

INSPECTRESS OF SCHOOLS, WESTERN CIRCLE.

Domestic Economy.

32. It cannot be denied that improved domestic hygiene is, in view of the prevalence of plague and other epidemics, one of the most crying needs of the Punjab; it is difficult to see how domestic economy can be taught in day schools. Precepts may be taught, as they are in various school books, such as "Sughar Bivi," and the new Panjábi Readers will contain practical lessons on cooking, spinning, etc., but these are not of much value without practice and the formation of habit. We can only look to the gradual spread of intelligence to correct habits and practices injurious to health. The obstacles interposed by caste and expense in the way of teaching cooking in day schools would seem to be insuperable.

The boarding schools, however, can do much towards teaching housewifely skill and encouraging wholesome habits. All the Christian boarding schools are admirably kept, and considerable improvements have been made in the actual household training of the girls. The two high schools, which formerly disregarded this matter, now give lessons in cooking, which are popular. Some opposition is experienced from parents, who consider that they pay fees in order that their daughters may be enabled to pass examinations and consider time in school wasted in learning what might be taught at home. The difficulty found in effectively teaching domestic economy in a school, that the organisation of a school is unlike that of the home, has been partially met in some boarding schools by the excellent plan of dividing up the school into "families" for cooking, care of the younger children, etc.

The boarding schools are, however, all for Christians, and the problem of teaching domestic economy practically to Hindús and Muhammadans still awaits solution. The general increase of intelligence and education has no doubt brought about improvement. It is a matter in which it is extremely difficult for those brought up in a different country and with different customs to interfere. We must look to educated Indians, more especially medical men, working with their wives, for advance, both by writing suitable manuals and by setting an example of hygienic living. I am glad to think that efforts have been made in these respects by educated gentlemen and ladies.

Scholarships.

33. In my opinion scholarships should be chiefly or wholly directed towards producing teachers, and while they might be reduced and eventually abolished in the case of little girls who have no immediate intention of becoming teachers, they might be more freely and liberally given in the case of widows. Under the present rules a widow cannot obtain a scholarship unless she gains higher marks than other competitors. A girl who, having passed the Upper Primary and left school on her marriage, becomes a widow, and wishes to earn her livelihood, cannot now obtain a scholarship in a Middle School, though she can join the Normal School. On this point, it may be observed that, though there is a pressing demand for teachers, it is obviously desirable that their general standard of education should be raised, and that they should reach the Middle standard when possible. The inducement of the higher scholarships given in the Normal School tends to withdraw girls from the Middle departments as I have said. It would meet the difficulty if the minimum of age were fixed in the Normal School for those who have not passed the Middle Standard Examination.

INSPECTRESS OF SCHOOLS, EASTERN CIRCLE.

Hindu girls.

34. The movement amongst the Hindús in favour of postponing the marriage of their girls until the age of 16 has, of course, done something, and will do a great deal more, towards promoting female education, in that it will enable the girls to stay at school until they have passed the Middle Standard Examination. In the Eastern Circle Hindi is the character most generally used in Girls' Schools, while there are only 26 schools in which Gurmukhi is taught.

Needlework.

35. Needlework, except in boarding schools and those schools under European supervision, is not satisfactory. The want of material has something to do with this; but there seems to be no method in the teaching of this subject. In most of the Board Schools the teachers themselves do not know what good needlework is, and show as the work of an Upper Primary girl sewing that is not better than that of an infant in a Mission School. Of course there are exceptions, and one sometimes finds really good work done; but in many cases one is left in doubt as to whether it really is the work of the girls. I do not think much progress will be made until either better teachers are forthcoming or at all events District Inspectresses or Superintendents are provided. They could, I feel sure, do much to improve this subject as well as to raise the whole tone of the schools. A book on needlework, written especially for Indian Girls' Schools, might also be of some help to the teachers.

Domestic Economy, &c.

36. It is impossible to teach domestic economy very thoroughly in day schools; but I think a great deal more might be done in this way than is being done at present by having lessons in domestic economy, hygiene, first aid, etc., in the Readers. Those in use at present are of practically no use to the girls. A certain amount of cooking even might be taught in this way, and

at all events some idea of cleanliness could be instilled into the girls. In connection with this I would like to say that, almost without exception, where I have paid surprise visits, the school-rooms, even where a woman is employed for this work alone, have been very dirty, with the appearance of not having been swept for weeks The children, of course, are partially never clean, though a good deal of money has often been spent on their clothes. If the teacher could in some way be induced to insist upon scrupulous cleanliness of the school-room at all times, it might do a good deal towards giving the girls the desire for personal cleanliness. The condition of the room is not, I think, entirely the fault of the teacher, as in the majority of cases it is so small, dark, and badly ventilated that comfort of any kind in it seems absolutely hopeless. While so much is being done for female education, I think that every effort should be made to provide better rooms for the schools. In boarding-houses it is essential that the girls should have a thorough training in household matters, and in all the schools in the Eastern Circle fairly satisfactory arrangements have been made for this. Probably the best managed school in this respect is the Dev Samáj in Ferozepore City. There the bigger girls not only look after the younger ones in health, but learn to nurse them when they are sick. The one object this institution has in view is to give their girls such an education as will fit them best for the duties of their home.

GOVERNMENT COLLEGE, LAHORE.

Science teaching.

37. Until 1902 there was no provision for teaching Botany and Zoology. In May, 1902, an Assistant Professor of Biology was appointed, and a beginning was made with Intermediate Classes, when instruction had to be provided for students who passed the Intermediate Examination in the Science Faculty and wished to proceed to the B. Sc. degree, and for the Preliminary Science Classes, previously taught in the Medical College, it was not possible for one Assistant Professor to undertake the lectures and the practical work of five classes in Botany and five in Zoology, or 20 different classes daily. A Professor of Biology was appointed in October, 1906. Botany and Zoology are, therefore, provided for, as Physics and Chemistry were provided for previous to 1906. They were regarded as one subject, and all the classes were taught by one Professor and one Assistant. There is now a Professor and an Assistant for each of these subjects. In the interests of efficiency, Botany and Zoology will have to be similarly separated in the near future. Science teaching is of little value unless the staff and the laboratories are sufficient to provide a thorough training in practical work. The improvement in efficiency has been very marked. Instead of one Science Professor and one Assistant, there are now three Professors and three Assistants for Science; and the Science teaching in this College is probably not behind that of any other College in India. In some respects it is believed to be ahead of any other institution.

The Preliminary Science teaching (in Physics, Chemistry, Botany and Zoology), formerly given in the Medical College, was transferred to the Government College in October, 1906. One Preliminary Science Class was then started, and a second was formed in May, 1907. In future years this teaching will be included in the Intermediate B. Sc. course, and separate classes for Preliminary Science subjects will not be required. For Biology additional accommodation has been provided, comprising a lecture-room, 2 rooms for practical work, a preparation room, and a small room for research. An additional room has also been made available for the practical work of the M. A. students in Physics.

The establishment has been strengthened by the addition of Laboratory Assistants and Laboratory Bearers, and there had been a corresponding gain in efficiency, especially in the matter of practical work, which is by far the most valuable part of Science teaching.

Time of examinations.

38. Teaching is entirely sacrificed to examination. March is the best month for any kind of work, and, therefore, the examinations are held in March, regardless of the fact that this breaks up the time for teaching and disorganises college work for the three best months of the year, by the examination, by waiting for the results, and by the six weeks allowed for joining after the results are published. Moreover, students beginning their course with June and July decline to take work seriously, and these months are educationally wasted. The examinations should take place as late as possible in May, and should be followed by the long vacations. The results should be published during the vacation, and all students should be obliged to join on the 1st of October, allowance being made for cases of necessity, thus all five classes would be at work together during the College session, and the best months of the year would not be wasted.

Results of examinations.

39. In 1906, in the M. A. Examination, 2nd, 3rd, 4th, and 5th places were gained by students of this College.

In the B. A. Examination a student from this College was first on the list and first in Pure Mathematics, gaining the Arnold Silver Medal and the Fuller Exhibition; one was first in Chemistry and one first in Political Economy; and two gained scholarships.

In the Intermediate Examination one candidate was first in Mathematics and one first in Persian. Three students gained scholarships.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1906-07.

(For Details, see General Table III).

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions—For Males ...	10	3	290	3,151	5	18	3,477	248	2,772	6,497	Institutions to number of towns and villages. 19·79
			Institutions—For Females	...	2	39	542	1	13	597	3	688	1,288	3·92
	Towns ... 171	Males 10,942,705	Total ...	10	5	329	3,693	6	31	4,074	251	3,460	7,785	23·71
	Villages ... 32,663	Females 9,387,634												
	Total 32,834	Total 20,330,339												
			Scholars—Males ...	1,598	629	64,359	141,345	401	2,521	210,853	4,006	48,095	262,954	Male scholars to male population of school-going age. 16·02
			Scholars—Females ...		39	3,056	20,201	72	674	24,042	168	13,073	37,283	Female scholars to female population of school-going age. 2·65
			Total ...	1,598	668	67,415	161,546	473	3,195	234,895	4,174	61,168	300,237	9·94

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(For Details, see

1	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* { For Males	2,56,429	1,79,253	12,21,376	6,41,177	62,732	1,96,767	25,57,734
{ For Females ...	...	39,127	1,90,523	1,24,958	11,912	30,236	3,96,756
Total ...	2,56,429	2,18,380	14,11,899	7,66,135	74,644	2,27,003	29,54,490
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	4·75	8·68	16·91	1·23	3·79	6·13	41·49
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·04	·37	11·98	53·37	...	·42	66·18
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·61	3·22	39·91	26·10	...	2·74	72·58
(*d*).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	4·93	4·20	27·17	14·74	1·44	4·37	56·85
3. Average Annual Cost of educating each Pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. { Cost to Provincial Revenues.	265 8 11	330 11 0	15 14 8	6 8 10	161 2 5	68 12 3	37 10 3
{ Cost to Local and Municipal Funds.	...	29 9 8	0 11 8	...	0 1 1	...	1 5 6
{ Total Cost ...	354 14 4	391 6 4	35 13 6	10 8 3	161 3 6	98 0 9	58 13 8
Local Fund Schools. { Cost to Provincial Revenues.	...	...	...	0 0 5	..	...	0 0 4
{ Cost to Local Funds	...	...	4 12 10	4 12 5	...	19 10 4	4 12 10
{ Total Cost ...	...	...	8 13 3	5 5 2	...	22 10 11	5 13 3
Municipal Schools. { Cost to Provincial Revenues.	...	...	0 1 1	0 3 10	...	...	0 2 3
{ Cost to Municipal Funds	...	...	4 12 4	5 11 11	...	17 9 4	5 5 0
{ Total Cost ...	...	...	12 14 10	7 4 3	...	18 6 3	10 9 11
Aided Institutions. { Cost to Provincial Revenues.	43 10 3	...	9 4 0	0 4 11	...	2 1 5	3 10 3
{ Cost to Local and Municipal Funds.	2 4 7	...	2 10 5	1 11 2	...	5 9 1	2 0 11
{ Total Cost ...	168 2 3	...	33 8 5	4 0 11	...	34 4 1	15 10 4
Unaided Institutions—Total Cost ...	88 4 3	240 5 6	19 2 5	4 0 2	...	101 3 11	22 1 6
All Institutions. { Cost to Provincial Revenues.	59 5 0	267 9 3	6 14 11	0 9 6	161 2 5	38 13 5	3 8 4
{ Cost to Local and Municipal Funds.	1 5 3	18 13 8	3 7 9	3 15 3	0	4 0 9	3 12 7
{ Total Cost ...	162 11 4	341 12 1	18 0 8	5 2 9	161 3 6	72 15 2	12 11 7

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1906-07.

General Table IV.)

Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,83,731	79,927	2,51,758	1,92,141	7,27,912	2,05,797	6,01,134	22,42,400	51,96,890
1,83,731	79,927	2,51,758	1,92,141	7,27,912	2,05,797	6,01,134	22,42,400	51,96,890
3·56	4·06	11·36	4·20	25·93	4·05	5·35	58·51	100
·01	...	2·59	5·84	11·64	10·40	3·34	33·82	100
...	...	1·11	5·74	13·03	75	6·79	27·42	100
3·53	1·54	4·84	3·70	14·01	3·96	11·57	43.15	100

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

CLASS OF INSTITUTIONS.	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education.												
ARTS COLLEGES.												
English	1	250	245	199	...	...	...	...	4	553	562	515
Oriental	...	...	...	...	...	...	...	...	1	90	89	71
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	243	257	240	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching — For Males	1	171	172	170	...	...	...	...	...	...	...	...
Teaching — For Females	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	664	674	609	...	...	...	...	5	643	651	586
School Education, General.												
SECONDARY SCHOOLS.												
For Boys — High Schools	31	11,723	11,025	9,346	6	1,818	1,843	1,541	37	10,963	10,527	9,191
For Boys — Middle Schools — English	2	270	250	197	52	10,866	10,193	8,696	26	3,525	3,354	2,918
For Boys — Middle Schools — Vernacular	...	...	...	...	110	18,091	17,591	14,880	...	...	...	...
For Girls — High Schools	2	305	293	301	...	...	...	...	9	686	714	634
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	11	761	713	675
For Girls — Middle Schools — Vernacular	...	...	...	...	7	514	557	415	6	(*i*) 647	697	545
Total	35	12,298	11,568	9,844	175	31,279	30,184	25,535	89	16,582	16,005	16,963
PRIMARY SCHOOLS.												
For Boys	13	1,374	1,332	1,141	2,272	105,702	96,839	82,019	724	28,875	27,831	23,968
For Girls	...	...	...	...	351	12,121	10,676	8,282	163	6,991	6,587	5,121
Total	13	1,374	1,332	1,141	2,623	117,823	107,515	90,301	887	35,866	34,418	29,089
School Education, Special.												
SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools for Masters	5	401	405	382	...	...	...	...	...	...	...	...
„ „ for Mistresses	1	72	58	47	...	...	...	...	...	...	...	...
Schools of Art	1	(*a*) 301	297	239	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	241	248	232	...	...	...	...	3	(*d*) 107	95	94
Engineering and Surveying Schools	1	198	197	141	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	398	386	280	(*b*) 5	448	439	353	(*c*) 10	604	633	543
Commercial Schools	1	38	42	34	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	62	58	57	...	...	...	...	...	...	...	...
Other Schools	3	563	507	373	...	...	...	...	...	...	...	...
Total	15	2,274	2,198	1,785	5	448	439	353	13	711	728	637
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	66	16,610	15,772	13,379	2,803	149,550	138,138	116189	994	53,802	51,802	44,275

PRIVATE INSTITUTIONS

1. *Advanced Teaching—*
   - (*a*). Arabic or Persian
   - (*b*). Sanskrit
   - (*c*). Any other Oriental Classic
2. *Elementary teaching a Vernacular only or mainly*
3. *Elementary teaching the Qurán, Shástras or other religious Books by rote*
4. *Other Schools not conforming to Departmental Standards*

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1906-07.

INSTITUTIONS.									
MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNG ING.			REMARKS.
Unaided.									
Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	English.	A Classical Language	A Vernacular Language.	
14	15	16	17	18	19	20	21	22	
4	705	680	604	9	1,508	1,396	956	45	(a) CLASSIFICATION—
...	...	...	...	1	90	77	86	4	I. *The Elementary Department*—
									Section A.— Ninety students. All learn free-hand drawing from flat copies, elementary modelling in clay brush outline and blackboard drawing; 23 learn chip carving; 10 repousse work; 3 blacksmith's work; and 54 decorative painting.
1	225	182	179	1	225	208	...	17	*Section B.*— Fifty-seven students. All learn advanced free-hand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay, and model drawing; 22 carving; 1 repoussé; 2 blacksmith's work; and 32 decorative painting.
...	...	...	...	1	243	243	...	...	
...	...	...	...	...	...	...	..	...	
...	...	...	...	1	171	75	...	96	
2	29	28	26	2	29	21	28	...	
...	...	...	...	...	...	...	...	...	II. *The Industrial Department.*
									Eighty-three students. All learn architectural drawing, building construction, modelling in clay and casting in plaster, light and shade, perspective; 30 decorative drawing and design; 36 carving and joinery; 8 repoussé work; and 9 blacksmith's work.
7	959	890	809	15	2,266	2,020	1 070	162	
20	6,199	5,987	5,173	94	30,703	22,953	20,877	27,292	
6	799	14,286	12,253	86	15,460	8,125	7,337	15,335	III. *The Draftsmen's Department*—
									Fifty students. All learn architectural design, building construction, estimating and surveying, modelling in clay, and terra cotta work, applied design for building decoration; 13 joinery and carving; 35 painting, 1 repoussé and 1 blacksmith's work.
...	...	...	...	110	18,081	..	8,560	18,236	
1	44	42	41	12	1,035	1,035	105	215	
1	44	37	32	12	805	647	...	335	
2	170	140	69	15	1,331	7	132	1,390	IV. *The Teachers' Department*—
									Twenty-one students. All learn drawing to scale, model drawing, design, chart making, elementary perspective, and practical teaching in the Elementary Department.
30	7,256	20,492	17,568	329	67,415	32,767	37,011	62,803	(b) All for boys.
									(c) Two for boys and eight for girls.
142	5,608	4,588	3,942	3,151	141,559	1,175	16,841	143,076	(d) Ninety-six learn Yunáni System of Medicine through the medium of Arabic and Persian; eleven learn Vedic System of Medicine through the medium of Sanskrit.
28	875	321	579	542	19,987	55	316	20,022	
170	6,483	4,909	4,521	3,693	161,546	1,230	17,157	163,098	(e) All for girls.
									(f) Medical School for Women—
...	..	...	...	5	401	...	385	419	14 attend Medical Class.
...	..	...	...	1	72	...	...	72	11 ,, Compounder ,,
...	...	...	...	1	301	...	...	...	12 ,, Nurses ,,
...	...	...	...	...	...	...	..	...	9 ,, Midwifery ,,
(f) 1	46	45	45	5	394	30	91	257	
...	...	...	...		198	...	...	...	(g) Seven-hundred boys learn drawing; 13 shoe-making; 570 carpentry; 64 smithy; 126 wood-work; 29 tailoring; 3 blacksmithy; 153 weaving; 6 engraving; 1 photography; 7 type-writing; 53 metal-work; 52 repoussé work; 271 girls learn needlework; 124 knitting; 157 sewing; 132 cooking; 122 spinning; 427 different process of making cotton fit for use; 57 embroidery; 13 phulkári; 47 making simple garments and socks; 38 mending and darning; 27 bakhia; 9 making caps and sleepers; 11 net-work.
	189	179	132	19	1,639	112	...	1,555	
...	...	...	...	1	38	38	...	19	
...	...	...	...	...	...	...	...	...	
...	...	...	..	1	62	...	...	(h) 61	
...	..	...	..	3	563	25	...	6	
4	235	224	177	37	3,668	205	476	2,389	(h) One boy, who is deaf and dumb, is omitted.
									(i) Thirteen read in the Normal Class.
211	14,933	26,515	23,075	4,074	234,895	36,222	55,714	228,452	
...	...	...	...	184	2,678	...	2,357	186	
...	...	..	...	67	1,496	...	1,363	101	
...	...	...	...	..	...	...	...	...	
...	...	For Boys ...		789	19,219	...	692	18,563	
...	...	For Girls ...		104	2,584	...	213	2,400	
...	...	For Boys ...		1,968	29,540	...	28,364	1,523	
...	...	For Girls ...		558	7,234	...	4,566	136	
...	...	For Boys ...		15	858	361	350	732	
...	...	For Girls ...		26	1,733	157	61	1.618	
		Total ..		3,711	65,342	518	37,971	25,259	
		GRAND TOTAL ...		7,785	300,237	36,740	93,685	253,711	

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1906-07.

	CLASS OF INSTITUTIONS.	Classification of Scholars on the 31st of March according to Race or Creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.		
		23	24	25	26	27	28	29	30	31	32
	ARTS COLLEGES.										
Collegiate Education.	English	4	49	137	1,005	305	...	1	7	...	...
	Oriental	...	...	38	4	48	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law	...	2	15	173	34	...	...	1	...	...
	Medicine	6	4	60	140	31	...	...	2	10	...
	Engineering	...	...	...	...	...	...	...	...	...	...
	Teaching — For Males	1	6	19	85	59	...	...	1	...	...
	Teaching — For Females	29	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	..
	Total	40	61	269	1,407	477	..	1	11	10	...
	SECONDARY SCHOOLS.										
School Education, General.	For Boys — High Schools	638	548	3,032	15,996	10,443	16	17	13	...	...
	For Boys — Middle Schools — English	264	193	1,613	8,536	4,810	3	1	40	70	...
	For Boys — Middle Schools — Vernacular	...	7	2,607	9,179	6,271	...	..	17	...	...
	For Girls — High Schools	852	151	...	10	9	...	13	...	...	78
	For Girls — Middle Schools — English	488	254	...	24	1	...	18	20	...	107
	For Girls — Middle Schools — Vernacular	...	208	79	773	270	...	...	1	...	...
	Total	2,242	1,361	7,331	34,518	21,804	19	49	91	70	185
	PRIMARY SCHOOLS.										
	For Boys	27	1,125	13,745	63,466	62,090	39	4	1,063	274	...
	For Girls	27	406	1,650	11,787	6,065	16	1	35	...	35
	Total	54	1,531	15,395	75,253	68,155	55	5	1,098	274	35
School Education, Special.	**SCHOOLS FOR SPECIAL INSTRUCTION.**										
	Training Schools for Masters	...	1	87	152	161	...	...	..	...	...
	,, ,, for Mistresses	...	2	10	29	31	...	...	...	...	...
	Schools of Art	...	2	18	124	152	...	2	3	...	...
	Law Schools	...	...	...	...	...	..	...	...	...	...
	Medical Schools	7	33	60	159	135	...	...	...	...	...
	Engineering and Surveying Schools	...	1	21	142	34	...	...	...	...	...
	Technical and Industrial Schools	...	318	78	671	570	...	..	2	...	81
	Commercial Schools	...	...	8	18	12	...	...	...	...	...
	Agricultural Schools	...	..	...	...	...	..	...	...	...	...
	Reformatory Schools	...	1	4	28	29	...	...	...	...	...
	Other Schools	63	13	16	252	203	...	16	...	...	...
	Total	70	371	302	1,575	1,327	...	18	5	...	81
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,406	3,324	23,297	112,753	91,763	74	73	1,205	354	301
Private Institutions.	1. *Advanced Teaching*— (a). Arabic or Persian	...	...	9	55	2,614	...	...	...	90	8
	(b). Sanskrit	...	..	1,274	218	...	...		4	...	...
	(c). Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...
	2. *Elementary, teaching a Vernacular only or mainly.* — For Boys	...	761	1,737	13,476	2,890	23	8	324	138	...
	2. *Elementary, teaching a Vernacular only or mainly.* — For Girls	..	161	141	1,683	597	...	...	2	..	39
	3. *Elementary, teaching the Qurán, Shástras or other religious Books by rote.* — For Boys	...	...	546	159	28,809	20	...	6	2,211	...
	3. *Elementary, teaching the Qurán, Shástras or other religious Books by rote.* — For Girls	...	...	6	467	6,761	...	...	...	...	789
	4. *Other Schools not conforming to Departmental Standards.* — For Boys	...	21	135	486	213	...	...	3	7	...
	4. *Other Schools not conforming to Departmental Standards.* — For Girls	13	33	78	1,018	591	...	..	...	...	6
	Total	13	976	3,926	17,562	42,475	43	8	339	2,446	842
	GRAND TOTAL	2,419	4,300	27,223	130,315	134,238	117	81	1,544	2,800	1,143

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1906-07.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	4	49	137	5	305	...	4	7
	Female	...	...	...	...	...	...	...	...
Oriental	Male	...	...	38	4	48	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	...	2	15	173	34	...	...	1
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	...	60	140	31	...	...	2
	Female	6	4	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching — For Boys	Male	1	6	19	85	59	..	...	1
	Female	...	...	...	...	...	...	...	...
Teaching — For Girls	Male	...	...	...	...	...	...	..	...
	Female	29	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	..	...	...	...
	Total	40	61	269	1,407	477	...	1	11
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	638	548	3,032	15,996	10,443	16	17	13
	Female	...	...	...	...	...	...	...	...
Middle Schools—									
English	Male	208	181	1,613	8,536	4,809	3	...	40
	Female	56	12	...	...	1	...	1	...
Vernacular	Male	.	7	2,607	9,179	6,271	...	...	17
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools	Male	76	1	...	1	...	...	...	...
	Female	776	150	...	9	9	...	13	...
Middle Schools—									
English	Male	102	...	...	...	...	...	5	...
	Female	386	254	...	24	1	...	13	20
Vernacular	Male	...	...	...	...	...	...	...	...
	Female	...	208	79	773	270	..	...	1
	Total	2,242	1,361	7,331	34,518	21,804	19	49	91
Primary Schools—									
For Boys	Male	19	1,083	13,712	63,345	62,045	39	4	1,063
	Female	8	42	33	121	45	...	...	...
For Girls	Male	9	...	...	24	2	...	...	...
	Female	18	406	1,650	11,763	6,063	16	1	35
	Total	54	1,531	15,395	75,253	68,155	55	5	1,098
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools. — For Boys	Male	...	1	87	152	161	...	...	...
	Female	...	...	...	...	...	...	...	...
Training Schools. — For Girls	Male	...	...	...	...	...	..	...	...
	Female	...	2	10	29	31	...	...	...
Schools of Art	Male	...	2	18	124	152	...	2	3
	Female	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1906-07.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársís.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*concluded.*									
Schools for Special Instruction—concluded.									
Law Schools	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medical Schools. For Boys ...	Male ...	...	...	60	159	129	...	...	...
	Female ...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	7	33	...	...	6	...	...	...
Engineering and Surveying Schools.	Male ...	...	1	21	142	34	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Industrial Schools. For Boys ...	Male ...	...	85	38	319	552	...	...	2
	Female ...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	13	13	55	...	...	...	...
	Female ...	...	220	27	297	18	...	...	...
Other Schools	Male ...	30	2	28	290	244	...	3	...
	Female ...	33	12	...	8	...	...	13	...
Total		70	371	302	1,575	1,327	...	18	5
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION		2,406	3,324	23,297	112,753	91,763	74	73	1,205
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian. For Boys ...	Male ...	...	...	9	55	2,438	...	...	...
	Female ...	...	...	...	...	90	...	...	...
For Girls ...	Male ...	...	...	...	...	8	...	...	...
	Female ...	...	...	...	...	78	...	...	...
(*b*) Sanskrit	Male ...	...	...	1,274	218	...	..	...	4
	Female ...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male ...	...	754	1,734	13,362	2,876	23	8	324
	Female ...	...	7	3	114	14	...	...	...
For Girls	Male ..	...	12	...	27	...	...	...	...
	Female ...	...	149	141	1,656	597	...	...	2
3. ELEMENTARY TEACHING—THE QURÁN, SHASTRAS, &C.									
For Boys	Male ...	...	...	546	159	26,598	20	...	6
	Female ...	...	...	...	...	2,211	...	...	...
For Girls	Male ...	...	...	...	...	789	...	...	...
	Female ..	...	...	6	467	5,972	...	..	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—									
For Boys	Male ...	...	15	135	485	213	...	...	3
	Female ...	...	6	...	1	...	...	...	...
For Girls	Male ...	6	...	...	...	...	...	...	...
	Female ...	7	33	78	1,018	591	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...		13	976	3,926	17,562	42,475	43	8	339
GRAND TOTAL ...		2,419	4,300	27,223	130,315	134,238	117	81	1,544

EDUCATION—GENERAL TABLE III (B).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1906-07.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING.			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.							Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT				UNDER PRIVATE MANAGEMENT.																					
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*																	
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Collegiate Education. Teaching ... Males ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	
Females ...	...	..	...	...	...	...	...	..	2	29	28	26	2	29	21	28	...	29	...	...	...	...	...	...	...	...	...	
Total ...	...	...	...	...	.	...	...	...	2	29	28	26	2	29	21	28	...	29	...	...	...	...	...	...	...	...	...	
School Education, General. SECONDARY SCHOOLS. For Boys: High Schools	2	368	330	339	3	242	219	199	1	44	36	42	6	* 654	654	115	523	632	1	4	...	5	...	12	...	...	...	
For Boys: Middle Schools, English.	...	..	...	...	6	268	299	251	...	...	...	...	6	† 268	236	30	83	264	...	...	3	...	...	1	...	57	...	
For Girls: High Schools	2	305	293	301	7	505	532	479	1	44	42	41	10	‡ 854	854	335	36	851	2	...	1	...	...	...	...	...	78	
For Girls: Middle Schools English.	..	...	...	...	9	508	463	439	...	..	...	...	9	§ 508	508	47	14	488	2	...	...	...	...	18	...	...	107	
Total ...	4	673	613	640	25	1,523	1,513	1,368	2	88	78	83	31	2,284	2,252	527	656	2,235	5	4	4	5	...	31	...	57	185	
PRIMARY SCHOOLS. For Boys	...	...	...	...	1	28	27	22	...	..	...	...	1	‖ 28	28	...	...	27	1	...	...	...	...	...	...	9	...	
„ Girls	...	...	...	...	1	27	23	22	...	...	...	...	1	27	27	...	..	27	...	...	...	...	...	...	...	...	9	
Total ...	...	...	..	..	2	55	50	44	...	...	...	..	2	55	55	...	...	54	1	...	...	...	...	...	...	9	9	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	4	673	613	640	27	1,578	1,563	1,412	4	117	106	109	35	2,368	2,328	555	656	2,318	6	4	4	5	...	31	...	66	194	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard — For Boys ...													...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
„ Girls ...													1	13	13	...	...	13	...	...	...	...	...	...	...	...	6	
TOTAL													1	13	13	...	...	13	...	...	...	...	...	...	...	...	6	
GRAND TOTAL													36	2,381	2,341	555	656	2,331	6	4	4	5	...	31	...			

* 28 learn Music. † 19 learn Music and 38 Needlework. ‡ 261 learn Music and 762 Needlework. § 51 learn Music and 466 Needlework. ‖ 7 learn Needlework and 6 Music.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English	65,062	...	...	21,495	...	392	86,949
Collegiate Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING:							
Collegiate Education. — Law	...	...	...	...	...	...	...
Collegiate Education. — Medicine	80,563	3,418	9,069	13,172	...	...	1,06,222
Collegiate Education. — Engineering	...	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	61,302	103	110	...	...	171	61,686
Collegiate Education. — Teaching — For Females	..	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...
Total	2,06,927	3,521	9,179	34,667	...	563	2,54,857
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools — English	1,75,162	...	8,427	1,82,242	211	(a) 18,868	3,84,910
School Education, General. — For Boys — High Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — English	3,896	..	...	1,927	...	10	5,833
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools — English	5,069	...	...	5,395	...	(b) 13,454	23,918
School Education, General. — For Girls — High Schools — Vernacular	...	...	...	...	...	..	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	1,84,127	...	8,427	1,89,564	211	32,332	4,14,661
PRIMARY SCHOOLS.							
School Education, General. — For Boys	8,731	...	...	4,193	...	1,085	14,009
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	8,731	...	...	4,193	...	1,085	14,009
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	62,701	31	...	...	..	...	62,732
School Education, Special. — Training Schools for Mistresses	11,912	...	...	..	...	.	11,912
School Education, Special. — Schools of Art	22,898	...	..	195	...	...	23,093
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	16,246	...	...	4,413	...	...	20,659
School Education, Special. — Engineering and Surveying Schools	7,099	...	...	3,075	..	...	10,174
School Education, Special. — Technical and Industrial Schools	9,124	...	...	330	...	...	9,454
School Education, Special. — Commercial Schools	3,606	...	...	1,275	...	...	4,881
School Education, Special. — Reformatory Schools	16,359	...	...	..	...	...	16,359
School Education, Special. — Other Schools	43,976	...	...	7,405	...	(c) 34,110	85,491
Total	1,93,921	31	...	16,693	...	34,110	2,44,755
Buildings	1,52,154	...	7,629	2,879	..	198	1,62,860
Furniture and Apparatus (Special Grants only)	69,995	...	...	1,194	...	(d) 2,105	73,294
Total	2,22,149	...	7,629	4,073	...	2,303	2,36,154
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	..	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	..	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	..	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...
Miscellaneous	...	...	..	...	...	..	..
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	8,15,855	3,552	25,235	2,49,190	211	70,393	11,64,436

(a) Includes Rs. 13,640 from Imperial Revenues.
(b) Includes Rs. 12,187 from Imperial Revenues.
(c) From Imperial Revenues.
(d) Includes Rs. 1,379 from Imperial Revenues.

RAL TABLE IV.

N THE PUNJAB FOR THE OFFICIAL YEAR 1906-07.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	15,975	250	1,150	37,192	7,429	25,532	87,528
...	...	...	...	...	...	...	12,436	91	...	176	778	8,451	21,932
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	28,411	341	1,150	37,368	8,207	33,983	1,09,460
...	1,026	10,478	24,476	...	14	35,994	68,422	4,268	29,507	1,31,218	15,810	54,232	3,03,457
...	...	...	...	...	...	...	1,492	21	...	21	177	1,923	3,634
...	25,164	34,565	82,952	546	1,243	1,44,470	17,373	5,184	2,404	26,790	8,575	23,380	83,706
5	76,620	17,671	38,688	290	35	1,33,309	...	...	...	...	...	...	...
...	...	...	...	...	.	...	34,386	...	...	37,755	1,051	16,373	89,565
...	...	...	..	...	...	...	..	...	...	...	..	...	...
...	..	...	...	...	...	...	17,089	375	...	10,265	3,670	8,542	39,941
990	1,957	9,958	...	..	...	12,905	9,257	118	591	365	757	5,218	16,306
995	1,04,767	72,672	1,46,116	836	1,292	3,26,678	1,48,019	9,966	32,502	2,06,414	30,040	1,09,668	5,36,609
11	4,21,080	35,916	59,465	897	503	5,17,872	3,455	40,057	6,077	12,221	112,63	18,697	91,770
4,877	43,474	26,654	39	...	18	75,062	7,082	6,622	5,639	883	8,826	18,682	47,734
4,888	4,64,554	62,570	59,504	897	521	5,92 934	10,537	46,679	11,716	13,104	20,089	37,379	1,39,504
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...	...	...	...	...	...	...	321	4	1,200	...	1,515	563	3,603
...	...	...	..	...	...	...	...	...	...	...	..	...	...
...	3,065	4,712	527	49	115	8,468	1,200	975	1,876	583	15,029	1,467	21,180
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	..	...	...	...	...	...	...	...	...	...	...
...	3,065	4,712	527	49	115	8,468	1,521	979	3,076	583	16,544	2,030	24,733
98,573	1,11,520	29,470	...	3,500	8,835	2,51,898	2,59,052	...	...	...	12,726	28,145	2,99,3
...	99,630	2,129	...	...	...	1,01,759	9,212	28	...	...	6,618	9,324	25,2
98,573	2,11,150	31,599	..	3,500	8,835	3,53,657	2,68,264	28	...	...	19,344	37,469	3,25,105
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1,04456	7,83,536	1,71,553	2,06,147	5,282	10,766	12,81,737	4,56,752	57,993	48,444	2,57,469	94,224	2,20,529	11,35,411

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*				TOTAL EXPENDI	
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	23,862	9,847	(a)26,311	60,020	81,037	250
Collegiate Education. — Oriental	...	...	...	...	12,436	91
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	11,345	...	...	11,345	...	...
Collegiate Education. — Medicine	...	...	...	...	80,563	3,418
Collegiate Education. — Engineering	..	...	...	...	...	...
Collegiate Education. — Teaching — For Males	...	...	...	...	61,302	103
Collegiate Education. — Teaching — For Females	2,155	5,644	(b)31,328	39,127	29,116	...
Collegiate Education. — Agriculture	...	...	...	..	...	...
Total	37,362	15,491	57,639	1,10,492	2,64,454	3,802
SECONDARY SCHOOLS.						
School Education General. — For Boys — High Schools — English	72,487	14,185	28,567	1,15,239	2,43,584	5,294
School Education General. — For Boys — High Schools — Vernacular	...	...	...	..	1,492	21
School Education General. — For Boys — Middle Schools — English	6,837	558	3,429	10,824	21,269	30,348
School Education General. — For Boys — Middle Schools — Vernacular	...	...	...	...	5	76,620
School Education General. — For Girls — High Schools — English	1,082	...	4,927	6,009	39,455	...
School Education General. — For Girls — High Schools — Vernacular	...	...	...	...	...	...
School Education General. — For Girls — Middle Schools — English	303	188	116	606	17,089	375
School Education General. — For Girls — Middle Schools — Vernacular	...	1,020	253	1,273	10,247	2,075
Total	80,709	15,951	37,291	1,33,951	3,33,141	1,14,733
PRIMARY SCHOOLS.						
School Education General. — For Boys	4,590	7,112	5,824	17,526	12,197	4,61,137
School Education General. — For Girls	...	730	1,432	2,162	11,959	50,096
Total	4,590	7,842	7,256	19,688	24,156	5,11,233
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	62,701	31
School Education, Special. — Training Schools for Mistresses	...	...	...	...	11,912	...
School Education, Special. — Schools of Art	...	...	...	...	22,898	...
School Education, Special. — Law Schools	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	15,125	15,125	16,567	4
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	7,099	...
School Education, Special. — Technical and Industrial Schools	...	121	8,445	8,566	10,324	4,040
School Education, Special. — Commercial Schools	...	...	...	...	3,606	...
School Education, Special. — Reformatory Schools	...	...	...	...	16,359	...
School Education, Special. — Other Schools	...	...	...	...	43,976	...
Total	...	121	23,570	23,691	1,95,442	4,075
Buildings	...	9,184	(c) 4,047	13,231	5,10,779	1,11,520
Furniture and Apparatus (Special Grants only)	181	1,857	(d) 3,524	5,562	79,703	99,658
Total	181	11,041	7,571	18,793	5,90,482	2,11,178
University	...	...	...	...	70,068	106
Direction	...	...	...	...	79,927	...
Inspection	...	...	...	...	2,23,774	24,838
Scholarships held in — Arts Colleges	...	...	...	...	15,403	916
Scholarships held in — Medical Colleges	...	...	...	...	9,582	60
Scholarships held in — Other Professional Colleges	...	...	...	...	1,703	...
Scholarships held in — Secondary Schools	...	...	...	...	28,833	44,529
Scholarships held in — Primary Schools	...	...	...	...	6,859	1,582
Scholarships held in — Medical Schools	...	...	...	...	16,661	1,820
Scholarships held in — Technical and Industrial Schools	...	...	...	...	338	2,976
Scholarships held in — Other Special Schools	...	...	...	...	3,421	3 991
Boarding-Houses	...	...	...	...	58,899	21,595
Miscellaneous	...	..	...	...	46,487	10,364
Total	...	...	...	...	5,61,955	1,12,777
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,22,842	50,446	1,33,327	3,06,615	19,69,630	9,57,858

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1906-07.

TURE FROM		ALL OTHER SOURCES.			REMARKS.
Municipal Funds.	Fees.	Private.	*Public* Contributions. Imperial	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
1,750	82,549	68,911	...	2,34,497	(a) Includes Rs. 600 from Municipal Funds.
...	176	9,229	...	21,932	
...	11,345	..	...	11,345	
9,069	13,172	...	..	1,06,222	10 Girls attend the Medical College.
...	...	...	...	...	
110	...	171	...	61,686	
...	2,155	7,856	..	39,127	(b) Includes Rs. 29,116 from Provincial Revenues, including Rs. 6,858 in respect of stipends.
...	...	...	...	...	
10,929	1,09,397	86,167	...	4,74,809	
48,412	4,10,423	1,18,247	13,640	8,39,600	
...	21	2,100	...	3,634	
36,969	1,18,506	37,741	...	2,44,833	
17,671	38,688	325	...	1,33,309	
...	44,232	23,618	12,187	1,19,492	(c) Includes Rs. 1,000 from Provincial Revenuse as elow:— Victoria May Girls' School, Lahore, Rs. 500. Dev Samáj Balika Vidiyála, Ferozepore, Rs. 500.
...	...	...	..	..	
...	10,568	12,515	..	40,547	
10,549	365	7,248	...	30,484	
1,13,601	6,22,803	2,01,794	25,827	14,11,899	(d) Includes Rs. 496 from Provincial Revenues.
41,993	80,469	45,381	...	6,41,177	(e) Includes Rs. 13,382 on account of Examination Hall.
32,293	922	29,688	...	1,24,958	
74,286	81,391	75,069	..	7,66,135	
...	...	...	...	62,732	
...	...	...	...	11,912	
...	195	...	...	23,093	
...	...	...	..	...	
1,200	4,413	17,203	...	39,387	
...	3,075	...	...	10,174	
6,588	1,440	25,226	...	47,618	
...	1,275	...	...	4,881	
...	...	...	...	16,359	
...	7,405	...	34,110	85,491	
7,788	17,803	42,429	34,110	3,01,647	
37,099	2,879	65,635	...	7,27,912	
2,129	1,375	21,553	1,379	2,05,797	
39,228	4,254	87,188	1,379	9,33,709	
...	89,520	(e) 24,037	...	1,83,731	
..	...	...	...	79,927	
3,146	...	...	...	2,51,758	
1,703	237	14,505	...	32,764	
...	...	3,123	...	12,765	
...	...	...	...	1,703	
10,002	...	8,673	...	92,037	
...	...	2,187	...	10,628	
1,360	...	1,645	...	21,486	
1,896	...	1,728	...	6,938	
1,382	...	5,026	...	13,820	
9,997	2,16,519	1,00,973	62,884	4,70,867	
9,330	..	48,671	15,415	1,30,267	
38,816	3,06,276	2,10,568	78,299	13,08,691	
2,84,648	11,41,924	7,03,215	1,39,615	51,96,890	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.							UNDER PRIVATE			
	Managed by Government.							*Aided by Government*		*nicipal*	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. Teaching — Males	...	...	...	...	...	...	...	...	...	...	.
Teaching — Females	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
School Education, General. SECONDARY SCHOOLS.											
For Boys — High Schools	8,448	...	...	9,521	...	(a) 15,752	33,721	13,751	...	..	17,235
For Boys — Middle Schools, English	..	...	...	...	...	...	...	11,737	..	...	7,825
For Girls — High Schools	5,069	...	...	5,395	...	(b) 13,454	23,918	28,662	...	...	34,880
For Girls — Middle Schools, English	...	...	...	...	...	...	...	15,295	...	...	10,265
Total	13,517	...	...	14,916	...	29,206	57,639	69,445	...	...	70,205
PRIMARY SCHOOLS.											
For Boys	...	...	...	...	...	...	...	738	...	...	930
For Girls	...	...	...	...	...	..	...	676	...	...	708
Total	...	...	..	...	...	...	...	1,414	...	...	1,638
Buildings	24,861	...	...	...	...		24,861	2,23,315	..	...	...
Furniture and Apparatus (Special Grants only).	3,640	...	...	...	...	(c) 2,060	5,700	8,093	...	...	...
Total	28,501	..	...	...	...	(c) 2,060	30,561	2,31,408	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...
Boarding-Houses	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	42,018	..	...	14,916	...	31,266	88,200	3,02,267	...	...	71,843

(a) Includes Rs. 13,640
(b) Includes Rs. 12,187
(c) Includes Rs. 1,379
(d) Includes Rs. 29,116

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1906-07.

INSTITUTIONS.							TOTAL EXPENDITURE FROM						
MANAGEMENT.													
or by District or Mu- Boards.			*Unaided.*								*All Other Sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial Contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2,155	5,644	31,328 (d)	39,127	29,116	...	...	2,155	7,856	...	39,127
...	...	...	2,155	5,644	31,328	39,127	29,116	...	...	2,155	7,856	...	39,127
...	15,502	46,488	7,655	...	...	7,655	22,199	...	...	34,411	17,614	13,640	87,864
4,275	8,221	32,058	...	...	...	...	11,737	...	...	7,825	12,496	...	32,058
1,051	7,393	71,986	1,082	...	4,927	6,009	33,731	...	...	41,357	14,638	12,187	1,01,913
3,670	2,694	31,924	...	...	...	...	15,295	...	...	10,265	6,364	...	31,924
8,996	33,810	1,82,456	8,737	...	4,927	13,664	82,962	...	...	93,858	51,112	25,827	2,53,759
...	77	1,745	...	...	...	...	738	...	...	930	77	...	1,745
...	518	1,902	...	...	...	...	676	...	...	708	518	...	1,902
...	595	3,647	...	...	...	...	1,414	...	...	1,638	595	...	3,647
2,242	16,101	2,41,658	...	44	...	44	2,48,176	...	...	...	18,387	..	2,66,563
581	9,095	17,769	...	...	...	...	11,733	...	...	...	10,357	1,379	23,469
2,823	25,196	2,59,427	...	44	...	44	2,59,909	...	...	...	28,744	1,379	2,90,032
...	...	...	...	...	...	...	8,568	...	...	...	...	...	8,568
...	...	...	...	...	...	..	25,431	...	...	1,44,828	26,275	62,884	2,59,418
...	...	...	...	...	...	...	2,143	...	...	...	47,733	15,415	65,291
...	...	..	...	...	...	...	36,142	...	...	1,44,828	74,008	78,299	3,33,277
11,819	59,601	4,45,530	10,892	5,688	36,255	52,835	4,09,543	..	...	2,42,479	1,62,315	1,05,505	9,19,842

from Imperial Revenues.
" "
" "
from Provincial Revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

	CLASS OF SCHOOLS.		Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.* 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
	SECONDARY SCHOOLS.									
For Boys.	Government	English	33	11,993	2,086	...	2,086	3,653	...	3,653
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	15	3,510	84	...	84	991	...	991
		Vernacular	75	12,383	...	..	...	3,487	...	3,487
	Municipal	English	43	9,174	132	...	132	2,177	...	2,177
		Vernacular	35	5,698	...	...	...	1,524	...	1,524
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	62	14,437	1,699	...	1,699	3,380	...	3,380
		Vernacular	1	51	51	...	51	...	...	...
	Unaided	English	26	6,998	1,304	...	1,304	2,024	...	2,024
		Vernacular	...	...	...	...	...	...	...	...
	Total		290	64,244	5,356	...	5,356	17,236	...	17,236
For Girls.	Government	English	2	305	...	16	16	...	93	93
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	8	8
		Vernacular	2	86	...	...	...	...	...	...
	Municipal	English	...	..	...	..	...	...	70	70
		Vernacular	5	428	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	20	1,447	1	59	60	4	349	353
		Vernacular	6	647	..	...	..	...	86	86
	Unaided	English	2	88	...	4	4	...	24	24
		Vernacular	2	170	...	...	...	...	13	13
	Total		39	3,171	1	79	80	4	643	647
	TOTAL SECONDARY SCHOOLS		329	67,415	5,357	79	5,436	17,240	643	17,883
	PRIMARY SCHOOLS.									
For Boys.	Government		13	1,374	...	...	...	...	...	...
	District Board		2,186	98,733	...	...	...	...	...	...
	Municipal		86	6,969	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		724	28,875	...	...	...	...	...	...
	Unaided		142	5,608	...	...	...	...	...	...
	Total		3,151	141,559	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		245	7,639	...	...	...	...	...	...
	Municipal		106	4,482	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		163	6,991	...	...	...	...	...	...
	Unaided		28	875	...	...	...	...	...	...
	Total		542	19,987	...	...	...	...	...	...
	TOTAL PRIMARY SCHOOLS		3,693	161,546	...	...	...	...	...	...
	GRAND TOTAL		4,022	228,961	5,357	79	5,436	17,240	643	17,883

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1906-07.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,420	...	3,420	2,834	...	2,834	...	...	...	11,993	...	11,993
...	...	...	...	...	...	...	...	...	...	...	...
1,172	...	1,172	1,263	...	1,263	...	...	...	3,510	...	3,510
2,290	...	2,290	6,326	...	6,326	280	...	280	12,383	...	12,383
2,655	...	2,655	4,117	...	4,117	93	...	93	9,174	...	9,174
1,209	...	1,209	2,814	...	2,814	151	...	151	5,698	...	5,698
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
3,660	...	3,660	5,694	...	5,694	4	...	4	14,437	...	14,437
...	...	...	...	...	...	...	...	...	51	...	51
1,870	...	1,870	1,800	...	1,800	...	...	...	6,998	...	6,998
...	...	...	...	...	...	...	...	...	...	...	...
16,276	...	16,276	24,848	...	24,848	528	...	528	64,244	...	64,244
...	87	87	26	83	109	...	...	...	26	279	305
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	6	6	...	72	72	...	...	...	...	86	86
...	...	...	...	...	...	...	...	...	...	...	...
...	144	144	...	214	214	...	...	...	...	428	428
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
16	343	359	130	545	675	...	...	...	151	1,296	1,447
...	142	142	...	372	372	...	47	47	...	647	647
1	18	19	7	34	41	...	...	...	8	80	88
...	21	21	...	136	136	...	...	...	...	170	170
17	761	778	163	1,456	1,619	...	47	47	185	2,986	3,171
16,293	761	17,054	25,011	1,456	26,467	528	47	575	64,429	2,986	67,415
279	...	279	1,040	...	1,040	55	...	55	1,374	...	1,374
15,044	4	15,048	83,057	96	83,153	532	...	532	98,633	100	98,733
489	...	489	5,871	...	5,871	609	...	609	6,969	...	6,969
...	...	...	...	...	...	...	...	...	...	...	...
2,239	5	2,244	26,393	144	26,537	94	...	94	28,726	149	28,875
267	...	267	5,340	...	5,340	1	...	1	5,608	...	5,608
18,318	9	18,327	121,701	240	121,941	1,291	...	1,291	141,310	249	141,559
...	...	...	...	...	...	...	...	...	...	...	...
...	309	309	24	7,306	7,330	...	...	...	24	7,615	7,639
...	290	290	...	4,192	4,192	...	...	...	...	4,482	4,482
...	...	...	...	...	...	...	...	...	...	...	...
1	366	367	10	6,567	6,577	...	47	47	11	6,980	6,991
...	19	19	...	839	839	...	17	17	...	875	875
1	984	985	34	18,904	18,938	...	64	64	35	19,952	19,987
18,319	993	19,312	121,735	19,144	140,879	1,291	64	1,355	141,345	20,201	161,546
34,612	1,754	36,366	146,746	20,600	167,346	1,819	111	1,930	205,774	23,187	228,961

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1		
			Boys.	Girls.	Total.
SECONDARY SCHOOLS.					
For Boys ... Government ... English	2	368	33	...	33
For Boys ... Aided ... English	9	510	25	...	25
For Boys ... Unaided ... English	1	44	4	...	4
Total	12	922	62	...	62
For Girls ... Government ... English	2	305	...	16	16
For Girls ... Aided ... English	16	1,013	1	42	43
For Girls ... Unaided ... English	1	44	...	4	4
Total	19	1,362	1	62	63
TOTAL SECONDARY SCHOOLS ...	31	2,284	63	62	125
PRIMARY SCHOOLS.					
For Boys ... Aided	1	28	...	...	...
For Boys ... Unaided	...	...	...	...	...
Total	1	28	...	...	...
For Girls ... Aided	1	27	...	...	...
Total ...	1	27	...	...	...
TOTAL PRIMARY SCHOOLS ...	2	55	...	...	...
GRAND TOTAL ...	33	2,339	63	62	125

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1906-07.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
138	...	138	94	...	94	103	...	103	368	...	368
120	2	122	120	14	134	188	41	229	453	57	510
26	...	26	9	....	9	5	...	5	44	...	44
284	2	286	223	14	237	296	41	337	865	57	922
...	93	93	...	87	87	26	83	109	26	279	305
4	257	261	16	215	231	130	348	478	151	862	1,013
...	11	11	1	8	9	7	13	20	8	36	44
4	361	365	17	310	327	163	444	607	185	1,177	1,362
288	363	651	240	324	564	459	485	944	1,050	1,234	2,234
...	...	...	5	1	6	14	8	22	19	9	28
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	5	1	6	14	8	22	19	9	28
...	...	...	1	2	3	8	16	24	9	18	27
...	...	...	1	2	3	8	16	24	9	18	27
...	...	...	6	3	9	22	24	46	28	27	55
288	363	651	246	327	573	481	509	990	1,078	1,261	2,339

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10.
Arts Colleges.									
1. Master of Arts	1	2	1	4	26	15	1	8	50
2. Bachelor of Arts	1	3	4	8	43	99	79	95	316
3. B. Sc.	1	1	2	4	4	4	2	3	13
4. First B. A.	...	...	...	...	...	...	...	...	...
4. „ B. Sc.	1	2	1	4	8	22	6	1	37
4. „ Arts	1	7	4	12	66	190	262	89	607
4. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	1	...	1	...	2	...	2	4
3. First Arts Oriental Faculty	...	1	...	1	...	5	...	...	5
4. Honours in Sanskrit	...	1	5	6	...	11	12	8	31
4. „ „ Arabic	...	1	1	2	...	10	4	5	19
4. „ „ Persian	...	1	2	3	...	6	3	13	22
4. „ „ Panjábi	...	...	1	1	..	...	2	...	2
5. High Proficiency in Sanskrit	..	2	4	6	...	10	9	3	22
5. „ „ „ Arabic	...	1	2	3	..	1	2	3	6
5. „ „ „ Persian	...	1	1	2	...	3	1	4	8
5. „ „ „ Urdu	...	...	...	...	...	...	...	5	5
5. „ „ „ Panjábi	...	2	1	3	...	4	6	22	32
5. „ „ „ Pashto	...	...	...	...	...	...	...	3	3
6. Proficiency in Sanskrit	...	1	7	8	...	10	36	10	56
6. „ „ Arabic	...	1	1	2	...	3	7	1	11
6. „ „ Persian	...	1	...	1	...	3	...	6	9
6. „ „ Urdu	...	...	...	...	...	...	...	2	2
6. „ „ Panjábi	...	1	...	1	...	2	...	19	21
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	..	1	1	...	...	50	...	50
3. Intermediate Examination in Law	...	...	1	1	...	...	28	...	28
4. Licentiate „ „	...	...	1	1	...	...	32	2	34
5. First Certificate „ „	...	...	1	1	...	...	28	8	36
6. Preliminary „ „	...	...	1	1	...	...	2	3	5
7. Special Test Examination in Law	...	..	...	...	...	...	...	4	4
8. First Examination in Law (*a*)	...	...	1	1	...	...	66	...	66
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	1	...	...	1	3	...	...	...	3
3. L. M. S.	1	...	...	1	20	...	...	...	20
4. First M. B.	1	...	.	1	8	...	...	...	8
4. First L. M. S.	1	...	...	1	71	...	...	...	71
5. Preliminary Scientific	1	..	...	1	64	...	...	...	(*b*)64
6. Special Certificate Class Examination for Females	1	...	...	1	2	...	...	...	2
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	..	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching	1	...	...	...	...	...	...	...	...
Agriculture	...	...	1	2	166	...	9	20	(*c*)195
Schools for General Education.									
1. Matriculation ... For Boys	36	40	18	94	1,064	815	668	353	2,900
1. Matriculation ... For Girls	...	2	...	2	...	7	...	...	7
2. High School Examination for Europeans. For Boys	2	4	1	7	10	17	4	2	33
2. High School Examination for Europeans. For Girls	1	6	1	8	3	12	1	1	17
3. Middle School Examination for Europeans. For Boys	2	7	1	10	28	32	8	...	68
3. Middle School Examination for Europeans. For Girls	2	12	1	15	16	43	3	...	62
4. Middle Vernacular Examination. For Boys	108	...	...	108	1,451	...	...	64	1,515
4. Middle Vernacular Examination. For Girls	4	6	...	10	19	33	...	2	54
5. Upper Primary Examination For Boys	1,555	70	31	1,656	12,188	1,938	869	39	15,034
5. Upper Primary Examination For Girls	90	41	...	131	281	221	...	8	510
6. Lower Primary Examination For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination For Girls	172	78	1	251	909	514	3	1	1,427
7. Public Service Certificate Examination. English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. Upper	...	...	..	...	...	...	...	...	...
1. Training School Examination for Masters. Lower	5	...	...	5	409	...	...	40	449
2. Training School Examination for Mistresses. Upper	1	4	...	5	...	7	5	...	(*e*)12
2. Training School Examination for Mistresses. Lower	...	2	...	2	..	7	...	...	7
3. School of Arts Examination	1	...	...	1	203	...	...	...	203
4. Vernacular Medical Examination	1	...	1	2	99	...	3	...	(*g*)102
5. Examination in Engineering and Surveying	1	...	1	2	54	...	44	2	100
6. Industrial School Examination	3	...	...	3	24	...	...	1	25
7. Commercial School Examination	3	1	...	4	39	7	...	10	56
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	78	...	...	...	78
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

(*a*) Held for the first time in April, 1907.
(*b*) Includes 1 girl.
(*c*) Includes 12 candidates for the B. T., 5 for the Clerical and Commercial Certificate Examination, and 9 female European candidates of St. Bede's College, Simla.
(*d*) Includes 10 passes in the B. T., 5 in the Clerical and Commercial Certificate Examination, and 7 female European candidates of St. Bede's College, Simla.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1906-07.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársís.	Others.	REMARKS.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
11	6	...	1	18	...	...	1	9	7	*1	...	...	*Jain.
12	38	31	14	95	...	8	11	57	18	*1	...	...	
1	1	...	1	3	...	...	...	3	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
4	8	1	1	14	...	1	2	10	1	...	...	...	
30	94	130	25	279	7	5	34	171	60	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	1	...	2	3	...	...	...	2	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	7	7	5	19	...	...	18	1	...	...	...	...	
...	9	3	3	15	...	...	...	...	15	...	...	...	
...	4	1	3	8	...	...	...	...	8	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	4	1	1	6	...	...	4	2	...	...	...	...	
...	1	1	3	5	...	...	...	...	5	...	...	...	
...	1	...	2	3	...	...	...	1	2	...	...	...	
...	...	...	2	2	...	...	...	...	2	...	...	...	
...	5	4	11	20	...	...	3	17	...	...	...	...	
...	...	...	2	2	...	...	...	...	2	...	...	...	
...	6	17	5	28	...	...	27	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	2	...	3	5	...	...	...	...	5	...	...	...	
...	...	...	2	2	...	...	...	...	2	...	...	...	
...	1	...	3	4	...	...	...	4	...	...	...	...	
...	...	...	15	15	...	...	2	12	1	...	...	...	
...	...	...	23	23	...	...	3	16	4	...	...	...	
...	...	...	24	25	...	...	2	12	11	...	...	...	
...	...	...	11	17	...	...	2	13	2	...	...	...	
...	...	...	1	4	...	...	1	2	1	...	...	...	
...	...	...	4	4	...	...	1	2	1	...	...	...	
...	...	...	32	32	...	1	1	26	4	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
2	...	...	...	2	...	...	2	...	...	...	...	...	
11	...	...	...	11	...	...	3	7	1	...	...	...	
6	...	...	...	6	...	...	...	6	...	...	...	...	
29	...	...	...	29	...	...	4	23	2	...	...	...	
42	...	...	...	42	...	...	11	23	8	...	...	...	
2	...	...	...	2	1	1	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
155	...	7	16	(*d*) 178	7	14	27	74	56	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
558	434	317	111	1,420	...	24	191	797	394	14	...	...	
...	7	...	...	7	...	7	...	...	...	...	...	...	
10	11	2	1	24	24	...	...	...	...	...	...	...	
2	12	1	1	16	16	...	...	...	...	...	...	...	
20	9	6	...	35	35	...	...	...	...	...	...	...	
9	28	2	...	39	39	...	...	...	...	...	...	...	
1,025	...	...	34	1,059	...	...	216	551	283	†9	...	...	†Jain.
16	31	...	1	48	...	18	4	19	7	...	...	...	
10,020	1,404	670	31	12,125	...	85	1,556	6,472	4,000	2	...	10	
202	171	...	8	381	...	68	27	201	84	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
684	369	2	1	1,056	...	73	42	708	233	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
327	...	...	32	359	...	...	77	148	134	...	...	...	
...	5	4	...	(*f*) 9	2	3	...	3	1	...	...	...	
...	5	...	...	5	...	5	...	...	...	...	...	‡3	‡ Bengali.
196	...	...	...	196	...	...	9	76	106	...	2		
83	...	2	...	(*h*) 85	...	2	6	61	16	...	...	...	
42	...	35	...	77	...	...	8	56	13	...	...	...	
19	...	...	...	19	...	...	1	5	13	...	...	...	
18	5	...	7	30	...	1	3	21	5	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
63	...	...	...	63	...	...	1	23	39	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

(*e*) Includes 2 European female candidates of Ayrcliff High School, Simla, who appeared in Proficiency Certificate Examination.

(*f*) Includes 2 European female candidates of Ayrcliff High School, Simla.

(*g*) Includes 3 female candidates from the Ludhiána Medical School for Women and 1 male student of the University class passed examination for the Hospital Assistant Diploma.

(*h*) Includes 2 passes from the Ludhiána Medical School for Women.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collegiate Education. Arts Colleges.														
English	...	...	...	...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. ...	Rs. 250
Oriental	...	..	...	...	...	...	...	...	...	...	...	...	...	91
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	3,418	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	103	...	...
Agriculture	...	...	...	..	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	3,521	...	341
School Education, General. Secondary Schools.														
For Boys { High Schools	2	542	560	478	...	826	1,000	8,681	...	...	10,507	...	200	4,289
For Boys { Middle { English ..	13	2,968	2,821	2,358	...	9,074	500	24,928	150	5	34,657	...	16,090	5,184
For Boys { Schools. { Vernacular	75	12,383	12,044	10,188	5	62,580	1,093	25,738	274	20	89,710	...	14,040	...
For Girls. { High Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. { Middle { English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	375
For Girls. { Schools. { Vernacular	2	86	74	65	11	1,957	...	...	...	...	1,968	.	...	118
Total ...	92	15,979	15,499	13,089	16	74,437	2,593	59,347	424	25	1,36,842	...	30,330	9,966
Primary Schools.														
For Boys	2,186	98,733	90,433	76,743	11	4,19,921	752	48,335	881	324	4,70,224	...	1,159	40,057
For Girls	245	7,639	6,347	5,040	2,288	42,274	124	3	...	18	44,707	..	1,200	6,622
Total ...	2,431	106,372	96,780	81,792	2,299	4,62,195	876	48,338	881	342	5,14,931	...	2,359	46,679
School Education, Special. Schools for Special Instruction.														
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	31	...	...
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	..	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	..	4
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	2	164	156	133	...	3,065	...	310	49	115	3,539	...	...	975
Commercial Schools	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Reformatory Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	..	...	...	...	...	...	...	...	...a	...	...
Total ...	2	164	156	133	...	3,065	...	310	49	115	3,539	31	...	979
Buildings	...	...	...	...	94,573	1,09,881	8,222	...	3,500	8,835	2,25,011	...	1,639	...
Furniture and Apparatus (Special Grants only).	...	...	..	...	...	51,750	41	...	...	...	51,791	...	47,880	28
Total ...	...	...	...	...	94,573	1,61,631	8,263	...	3,500	8,835	2,76,802	...	49,519	28
University	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	..	..	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges...	...	...	...	...	...	...	...	...	...	..	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total ..	2,525	122,515	112,435	95,014	96,888	7,01,328	11,732	1,07,995	4,854	9,317	9,32,114	3,552	82,208	57,992

TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1906-07.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.										In Institutions managed by			Total Municipal Expenditure on Public Instruction.			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.					Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
250	...	..	...	...	...	..	...	...	...	...	...	...	...	1,750	1,750	2,000	
91	...	...	..	...	...	...	...	...	..	...	...	...	...	...	...	91	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,418	...	...	...	...	...	...	...	...	...	...	...	9,069	...	...	9,069	12,487	
...	...	...	...	...	..	...	...	...	...	...	...	...	...	..	...	...	
103	...	...	...	...	...	...	...	...	...	...	...	110	...	..	110	213	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,862	...	...	...	...	...	...	...	...	...	...	...	9,179	...	1,750	10,929	14,791	
5,315	4	1,276	1,283	1,063	...	9,478	200	15,795	..	14	25,487	8,427	1,000	29,507	48,412	53,727	
30,348	39	7,898	7,372	6,338	...	34,065	16,090	58,024	396	1,238	1,09,813	...	500	2,404	36,969	67,317	
76,620	35	5,698	5,547	4,692	..	16,578	14,040	12,950	16	15	43,599	...	1,093	...	17,671	94,291	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
375	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	375	
2,075	5	428	483	353	979	9,958	...	...	..	...	10,937	...	...	591	10,549	12,624	
1,14,733	83	15,300	14,685	12,446	979	70,079	30,330	86,769	412	1,267	1,89,836	8,427	2,593	32,502	1,13,601	2,28,334	
4,61,137	86	6,969	6,406	5,276	...	35,164	1,159	11,130	16	179	47,648	...	752	6,077	41,993	5,03,130	
50,096	106	4,482	4,329	3,238	2,589	26,530	1,200	36	...	...	30,355	...	124	5,639	32,293	82,389	
5,11,233	192	11,451	10,735	8,509	2,589	61,694	2,359	11,166	16	179	78,003	...	876	11,716	74,286	5,85,519	
31	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	31	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	..	...	...	..	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4	..	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,204	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4,040	2	269	268	209	..	4,712	...	217	...	...	4,929	...	...	1,876	6,588	10,628	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	..		...	...	...	...	..	...	...	
4,075	2	269	268	209	...	4,712	...	217	...	...	4,929	...	...	3,076	7,788	11,863	
1,11,520	...	...	...	...	4,000	21,248	1,639	...	...	...	26,887	7,629	8,222	...	37,099	1,48,619	
99,658	...	...	...	..	...	2,088	47,880	...	...	...	49,968	..	41	..	2,129	1,01,787	
2,11,178	...	...	...	...	4,000	23,336	49,519	...	...	...	76,855	7,629	8,263	...	39,228	2,50,406	
106	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	106	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
24,838	...	...	...	...	...	...	...	...	...	...	...	...	..	...	3,146	27,984	
916	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,703	2,619	
60	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
44,529	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,002	54,531	
1,582	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,582	
1,820	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,360	3,180	
2,976	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,896	4,872	
3,991	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,382	5,373	
31,959	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19,327	51,286	
1,12,777	...	...	...	...	...	...	...	...	...	...	...	...	...	...	38,816	1,51,593	
9,57,858	277	27,020	25,688	21,164	7,568	1,59,821	82,208	98,152	428	1,446	3,49,623	25,235	11,732	49,044	2,84,648	12,42,506	

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1906-07.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government	43	3,093	172	166	2,046	29	680	35,403	38	*32,631	42,892	1,10,964	* Includes Rs. 29,910 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	161	4,499	..	...	4,077	395	27	...	26,829	57	6,598	33,484	
3. Aided by Government or by Local or Municipal Boards.	32	1,564	...	...	1,510	47	7	8,253	4,629	17,694	34,219	64,795	
4. Unaided	42	2,813	779	...	1,839	153	42	...	...	27,432	27,437	54,869	
Total ...	278	11,969	951	166	9,472	624	756	43,656	31,496	77,814	1,11,146	2,64,112	
For Females.													
1. Managed by Government	3	319	...	...	305	...	14	4,818	...	†34,044	7,986	46,848	† Includes Rs. 32,974 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	17	783	...	...	655	95	33	10,425	96	21,214	77,727	1,09,462	
Unaided	11	635	...	...	428	29	178	...	...	30,785	19,660	50,445	
Total ...	31	1,737	...	...	1,388	124	225	15,243	96	86,043	1,05,373	2,06,755	
Grand Total ..	309	13,706	951	166	10,860	748	981	58,899	31,592	1,63,857	2,16,519	4,70,867	

EDUCATION—GENERAL TABLE VIII A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1906-07.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government...	2	368	..	...	368	...	.	7,130	...	*31,693	14,904	53,727	* Includes Rs. 29,910 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	190	...	...	190	...	...	4,498	...	3,435	30,680	38,613	
3. Unaided	1	23	..	...	23	...	...	..	...	..	6,265	6,265	
Total ...	7	581	...	...	581	...	...	11,628	...	35,128	51,849	98,605	
For Females.													
1. Managed by Government...	2	305	..	...	305	...	...	4,278	...	†34,044	7,986	46,308	† Includes Rs. 32,974 from Imperial Revenues.
2. Aided by Government ...	12	490	...	...	490	...	...	9,525	...	12,702	70,388	92,615	
3. Unaided	3	64	...	...	64	...	...	..	...	7,285	14,605	21,890	
Total ...	17	859	...	...	859	...	...	13,803	...	54,031	92,979	1,60,813	
Grand Total ...	24	1,440	...	...	1,440	...	...	25,431	...	89,159	1,44,828	2,59,418	

REPORT ON PUBLIC INSTRUCTION IN THE PUNJAB AND ITS DEPENDENCIES FOR 1907-1908.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR

1907-1908.

Lahore:
PRINTED AT THE "CIVIL AND MILITARY GAZETTE" PRESS,
Sole Contractors for Printing to the Punjab Government.

1908.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1371, dated 17th November 1908.

READ—

The report of the Director of Public Instruction, Punjab, for the year 1907-08.

THE report on Public Instruction in this Province during 1906-07 took cognizance of the history of educational development for the five years ending in 1906-07 and the results were reviewed last year in some detail by the Local Government. The present report which relates to the year 1907-08, although it contains much of great interest, does not therefore call for detailed remarks, and the Lieutenant-Governor desires to touch merely on a few main points connected with the educational progress of the Province.

2. That the record is one of progress admits of no doubt. The number of scholars of all kinds which was less than 270,000 in 1902-03 has steadily risen to the present figures of 303,000. The increase in the number of scholars shows itself chiefly in public institutions of a primary character, but is by no means restricted to them and is also well marked in other classes of education.

3. This increase in numbers has of course entailed a considerable increase also in the outlay on educational work. The total expenditure has risen in six years from 37½ lakhs to 56½. The Provincial Government has in the same period increased its expenditure from 10¼ to 20¾ lakhs, on all Provincial accounts. So large an expenditure from an income which can only increase very slowly of course renders it difficult to meet the reasonable but ever-increasing demands for improved communications, sanitation and hygiene and technical and industrial development. The district boards which have received large annual grants of 1¼ and 3 lakhs respectively from the Provincial and Imperial Governments, have also raised their outlay from 5½ to 11½ lakhs. A large part of this has, as will be noted below, been devoted to primary schools, but much of it has also been applied to secondary and special education, and the fact that the income from fees has in the same interval only increased from 9½ lakhs to 11¼ lakhs lends support to the view that the time has now come when the fees for secondary and higher education might fairly be increased and some special arrangement made to render English-teaching schools more self-supporting. As pointed out by the Director in his report, the assumption by Government of the management of a High School in each district has led to much increased expenditure, and much more, which cannot be found from Provincial revenues, is needed before the schools can as a whole be placed on a thoroughly satisfactory basis.

4. The great impetus given to primary education in 1905-06 has happily been maintained in the year under report, the number of scholars in public institutions which was 121,800 in 1902-03, 144,000 in 1905-06 and 162,000 in 1906-07 having further risen to 168,000 in 1907-08. The increase of the last three years has however been attained to some extent by a reduction (fortunately not commensurate with the above increase) in the numbers educated at private institutions of an elementary character, and it should in this connection be borne in mind that the encouragement which has been given by Government to primary education was not intended to achieve its end by means of a reduction of private effort in the same direction. In view, moreover, of the fact that the Director of Public Instruction places a want of funds among the chief hindrances to primary education, it is well to note that the expenditure on this form of education has in the last six years risen from 6 lakhs to 8¾ and the expenditure on school buildings (largely primary) from 3½ lakhs to 8, and the complaint made by the Head of the Department indicates very markedly the change of standard by which expenditure on this class of education is now measured. The extension of the 'rural' form of education is a matter for satisfaction, and the Lieutenant-Governor hopes that before long it may be found possible to render the teaching in primary schools more practical by conveying it more fully than at present in the

dialects spoken by the children themselves. It is possible, moreover, that as a result of the labours of the Decentralization Commission of last winter, the supervision of primary education may become less centralized than at present and that the local authorities and the people themselves may be induced to take a great interest in the education of the masses by being given a greater voice in the direction and control of the schools. No serious change can be made until the results of the Commission are known, but some small steps have already been taken by the Local Government in the direction indicated.

5. The Director of Public Instruction has rightly pointed out that the large development of primary education has shown the difficulty of obtaining trained teachers for such schools in sufficient numbers, but it is hoped that orders which have recently been issued to allow of the employment of the Primary Education grants on the improvement of Vernacular Middle Schools may go some way towards meeting the difficulty. The importance attaching to the training of teachers of all classes appears to be fully appreciated by the Department. Other forms of special training—more especially those of training on mechanical and commercial lines on which so much of the future prosperity of the Province depends—are capable of useful development, and although it has not been found possible to formulate any large schemes of improvement such as have assumed shape in other Provinces, the matter has received continued and serious attention at the hands of Government.

6. The remarks made in the year's report on the progress of female education are encouraging, and though the number of female scholars is still very small, it is satisfactory to note that it has in the last six years increased from 27,100 to 36,100, and that the increase has been relatively greater than is the case of male scholars. The increase in denominational institutions for the teaching of girls is a matter of congratulation, and the Lieutenant-Governor hopes that by the opening of the proposed Victoria May Girls' High School in Lahore effect may soon be given to the scheme for the higher education of girls of the upper classes which has been rendered possible by the generous donations given by the Phulkián States in 1906 for this object.

7. The report, as above noted, contains many points of interest and deserves most careful study from all who are interested in the vital question of public education, and especially of those who are in a position to assist by advice or by substantial contributions. The Lieutenant-Governor is indebted to Mr. Godley for the report and for his administration of the Department since he has been in charge of it. The thanks of the Lieutenant-Governor are also due to the able and enlightened body of men, who represent the Department both in the inspection and in the teaching branch, for their continued efforts on behalf of education in the Province.

ORDER.—Ordered that the above remarks be printed and circulated with the report, also that they be published in the *Punjab Government Gazette* and be forwarded to the Director of Public Instruction for information, and to the Government of India in the Home Department, with copies of the Report.

By order of His Honour the Lieutenant-Governor,

E. D. MACLAGAN,

Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—21-12-08—5122—400

Chapter I.—General Summary.

1. *Number of public institutions.*—There were 4,313 public institutions of various kinds in existence during 1907-08, compared with 4,074 in the previous year. The increase of 239 is almost entirely due to the opening of Primary schools. The following are the particulars of the public institutions open during the year:—

FOR MALES.

Arts Colleges	...	10
Professional Colleges	...	3
High Schools	...	93 (− 1).
Middle Schools	...	198 (+ 2).
Primary Schools	...	3,343 (+ 192).
Institutions for Special Instruction	...	26 (+ 3).

FOR FEMALES.

Professional Colleges	...	2
High Schools	...	11 (− 1).
Middle Schools	...	29 (+ 2).
Primary Schools	...	586 (+ 44).
Institutions for Special Instruction	...	12 (− 2).

It was remarked in the report for the quinquennial period ending 1906-07 that the outstanding feature of those years was the great rise (1,110) in the number of Primary schools for both sexes. The expansion has hitherto been well maintained; but owing to the circumstances of the year progress has recently been less rapid.

2. *Attendance in public institutions.*—The total attendance was 244,271, compared with 234,895. The increase of 9,376 was chiefly in Primary schools. The attendance was distributed thus:—

FOR MALES.

Arts Colleges	...	1,725 (+ 127).
Professional Colleges	...	572 (− 67).
High Schools	...	31,972 (+ 1,269).
Middle Schools	...	35,248 (+ 1,707).
Primary Schools	...	146,290 (+ 4,731).
Institutions for Special Instruction	...	2,785 (− 56).

FOR FEMALES.

Professional Colleges	...	34 (+ 5).
High Schools	...	1,000 (− 35).
Middle Schools	...	2,333 (+ 197).
Primary Schools	...	21,615 (+ 1,628).
Institutions for Special Instruction	...	697 (− 130).

The figures showing attendance of scholars classified by race or creed do not exhibit any variations which require comment. The increase in the case of Hindus and Sikhs was 6,685, and in that of Muhammadans 2,341. Muhammadan pupils in private schools decreased.

3. *Expenditure.*—"Direct" expenditure, *i. e.*, on tuition, shows an increase of Rs. 2,84,954 in the case of public institutions. This is about the normal rate of expansion. Primary schools account for Rs. 1,13,484 of the increase, and High schools for boys Rs. 1,10,264. "Indirect" expenditure, which comprises charges for direction, inspection, building, furniture, scholarships, etc., increased by Rs. 1,54,282, of which more than half was on buildings.

4. *Sources of expenditure.*—Expenditure from Provincial and District funds increased by Rs. 2,98,079, and that from private sources by Rs. 1,84,697. Municipalities spent Rs. 8,080 less. Much of the increased expenditure was on buildings; District Boards spent Rs. 88,728 more on this object, and there was an increase of Rs. 1,66,036 in the amount spent on buildings from private funds, which is a very satisfactory feature. From Provincial revenues Rs. 1,52,090 less was spent on buildings, and Rs. 32,515 more on furniture and apparatus. One-third of the expenditure from this source on buildings went to European schools. The amount contributed from fees decreased by Rs. 19,072. The fee-

income in Collegiate institutions, however, rose by Rs. 10,741, and in Secondary schools it was virtually the same as last year's figure. The fall in the total is attributable to the relaxation of fee-conditions in Primary Schools, and to the circumstance that the fees levied in the boarding-houses of unaided girls' schools were returned this year as Rs. 2,864, against Rs. 19,660 for the previous year, figures which are obviously unreliable.

5. *Budget.*—The Provincial allotment for expenditure on education during 1907-08 and the actual expenditure incurred were as follows:—

	Allotment. Rs.	*Expenditure.* Rs.
University	87,400	93,216
Direction	86,700	84,549
Inspection	2,45,000	2,40,605
Government Colleges, General	1,41,600	1,60,840
Government Schools, General	5,13,800	4,62,051
„ „ Special	3,06,400	2,60,831
Grants-in-aid	4,56,000	3,74,517
Scholarships	65,000	68,192
Miscellaneous	27,100	24,844
Total ...	19,29,000	17,69,645

The unexpended balance of Rs. 1,59,355 is accounted for by the circumstance that the sum of one lakh was surrendered during the autumn of 1907 to meet unexpected demands on Provincial funds on account of the prevailing scarcity, and that, for the same reason, strict economy was enjoined in all directions. Several grants-in-aid had to be postponed in consequence. The above figures, it may be noted, are exclusive of the special grant of three lakhs from Imperial revenues and Rs. 1,22,000 from Provincial revenues for Primary education. These sums were separately distributed among District Boards.

6. *Management by District Boards.*—The management of schools by District Boards is reported to have been generally satisfactory, but Inspectors of Schools, as usual, draw attention to the fact that most of these bodies do not provide the share of their income which is specified in the Education Code for educational purposes, and that they do not spend up to the limit of the budget provision. The District Boards of Muzaffargarh, Mianwali and Simla are reported to have utilized the grant from Imperial funds to reduce their ordinary expenditure on education, which is directly contrary to the orders of Government. Thus, expenditure in Muzaffargarh was curtailed by about Rs. 6,000, and in Mianwali by Rs. 9,392, while the Simla District Board spent nothing from its own funds, and made a saving of Rs. 2,055 from its share of the Government of India grant.

In the Delhi Circle the net expenditure of the Boards on education exceeded that of the previous year, except in the case of Ambala. New schools were opened, furniture and apparatus supplied, and the pay and prospects of teachers improved. In Jullundur the net expenditure was also greater; the Board Primary schools are mostly well equipped; but the Secondary schools, except in Ferozepore, are not in a satisfactory state, and the salaries of the assistant teachers of these schools are less than those of the Primary school teachers. In the Amritsar Circle expenditure was highest in Gurdaspur, and the management of the schools in this district is reported to have been very satisfactory, whereas in Sialkot and Amritsar the Inspector's suggestions received little attention. The net expenditure in Sialkot was Rs. 4,611 less than in the previous year. In the Lahore Circle expenditure in each district was less than the budget provision, but both Primary and Secondary schools were improved. In the Multan Circle various improvements were made, including the raising of the scale of teachers' salaries; but the Inspector thinks that more money might have been spent in Multan and Lyallpur. In the Rawalpindi Circle the net expenditure much exceeded last year's amount, but the budget provision was not spent in any district except Gujrat. Buildings are much needed, especially boarding-houses for Vernacular Middle schools. Teachers' salaries were allowed to fall into arrears in the Jhelum district. In Shahpur no new Primary school was started; the district has only one Vernacular Middle school.

7. *Management by Municipal Committees.*—The management of institutions maintained by municipalities is described as only fairly successful. The rich municipalities of Lahore, Amritsar and Delhi spend only a fraction of their income on education; the energies of minor municipalities are crippled by want of funds. Of the total direct expenditure on education more than half was on Anglo-Vernacular Secondary schools, and only Rs. 7,999, about ·03 of the total, to Technical and Industrial schools.

In the Delhi Circle the Rupar Committee raised its Anglo-Vernacular Middle School to the High grade during the year. The net expenditure was higher than last year, but it was noticeably deficient in the case of Delhi, Ambala and Kalka. The Jullundur Inspector reports that the buildings, equipment and staff of a number of the municipal schools were unsatisfactory; the committees of Kartarpur, Phillaur, Nakodar and Jagraon were particularly neglectful. In the Amritsar Circle the municipalities of Amritsar and Sialkot spent less than in the preceding year, and disregarded the Inspector's suggestions. The total net expenditure showed a considerable decrease, and the minor municipalities are unable to maintain their schools efficiently: in Gurdaspur such schools are about to be handed over to the control of the District Board. In Lahore the Municipal Committees are reported to be doing their best with the small funds at their command. In the Rawalpindi Circle the budget provision was not expended, except at Gujranwala, Bhera, Wazirabad and Gujrat. The school buildings in the Shahpur district are said to be very unsatisfactory. The management was fairly efficient. In the Multan Circle also the expenditure was much below what might be required, especially that of the Multan and Lyallpur municipalities. The minor municipalities, though helped by the District Boards, cannot find money to carry out the Inspector's suggestions.

8. *Private enterprise.*—Instances are frequent of houses being built or lent, wells sunk, and other help being given by residents for the benefit of Primary schools. Prizes are also given and sweetmeats distributed at the annual inspection of schools. In Hissar some close scholarships were founded by the leading residents. In the Jullundur Circle the various religious societies were active in supporting schools, and six buildings for Primary schools were erected by the people themselves in the Ferozepore district. In the Amritsar Circle the interest of the people in education is conspicuous. School houses and sites have been given, athletic trophies and prizes offered, and applications for schools are frequent. Several Sanskrit and Hindi schools, *pathshalas*, orphanages and libraries are kept up by private persons in the Kangra and Amritsar districts. A new High school building has been completed by the Amritsar Hindu Sabha, and the Church Mission Society have built a fine school-hostel at Amritsar. In Lahore the various religious societies are described as vying with each other in the improvement of their schools. In Rawalpindi, Gujranwala has taken the lead in private enterprise, as evidenced by the development of the Khalsa High School. But, while enumerating the various signs of popular interest in education, the Inspector observes: "the great mass of the agricultural community has as yet but little share in this enthusiasm," a remark which holds good generally.

9. *General progress.*—The year has been one of steady, but not sensational, development. Among the salient features may be noted the growing desire for scientific and technical education; the improvement in the staff and equipment of colleges, partly due to the pressure now exercised by the University; the increasing preference of Anglo-Vernacular to Vernacular Secondary education; the opening of 192 new Primary schools for boys and 44 for girls; and the wider introduction of the new rural school curriculum. The pressing educational needs include new buildings for many of the Government High schools, boarding-houses for Secondary schools generally, and qualified teachers for Primary schools.

Chapter II.—Controlling Agencies.

10. *Direction.*—Mr. Bell held charge of the office of the Director of Public Instruction and Inspector-General of Reformatory Schools up to the 14th May, 1907, when he proceeded on privilege leave for forty-two days, making

over charge to me. The Director returned from privilege leave on the 26th June, 1907, and proceeded on combined leave for one year from the afternoon of the 7th October, 1907, when I again assumed charge. Mr. Bell visited the schools at Bhera, Mianwali, Campbellpur, Rawalpindi, Lyallpur and Ludhiana, and I visited the Reformatory School at Delhi, and the schools at Delhi, Gujrat, Jhelum and Rawalpindi.

11. *Inspection.—Delhi Circle.*—Mr. Wright held charge of the Delhi Circle up to the middle of August, 1907, when he was succeeded by Mr. Gilbertson, who continued in charge for the remainder of the year. Exclusive of forty-four days devoted to inspections at head-quarters of districts, they jointly devoted 206 days to inspecting 104 schools. The work of the subordinate inspection staff was sufficient and satisfactory. The Inspector speaks in high terms of his assistants, Lala Kundan Lal and Pandit Telu Ram. The District and Assistant District Inspectors made, on an average, over two rounds of their respective districts during the year, and their work is well spoken of; but the Inspector thinks that the duty of peripatetic instruction might be better attended to. He notices with satisfaction the favourable attitude of Deputy Commissioners towards education, and considers that the tahsil authorities, especially in the Ambala, Karnal and Gurgaon districts, were fairly active in visiting schools.

12. *Jullundur Circle.*—Except for a short period of leave, Rai Bahadur Umrao Singh held charge of this Circle throughout. He and his *locum tenens* spent 229 days in inspecting 128 schools. Unfortunately, owing to the death of Lala Sant Ram, a valuable and experienced officer, there were several changes among the Assistant Inspectors, but this did not materially affect the work usually entrusted to them, the senior assistant inspecting 303 schools in 227 days and the junior 307 schools in 218 days. The work of three of the district inspecting staff was deficient, but the other District and Assistant District Inspectors did well, S. Makbul Shah in Ferozepore and M. Muhammad Mohsin in Hoshiarpur being specially commended.

13. *Amritsar Circle.*—There were changes in the tenure of the Inspector's post during the year, owing to the permanent incumbent having been twice appointed to officiate as Director of Public Instruction, and to the posting of a member of the Indian Educational Service to the Circle late in the year. But, as the Assistant Inspectors, Lala Jugal Kishor and M. Nazar Muhammad, both experienced and capable officers, remained at their posts almost continuously throughout the year, the work of inspection did not suffer. The touring period of District Inspectors varied from 217 to 208 days, and the number of schools visited by them from 269 to 141, while that of Assistant District Inspectors varied from 216 to 164 days, and the number of schools from 259 to 113. Several schools were visited by the Deputy Commissioners in the course of their tours. Among Tahsildars, those of the Kangra district show most interest in education.

14. *Lahore Circle.*—The Lahore Circle consists of only three districts, but the inspection of European schools, scattered throughout the province, forms an important part of the Inspector's duties. Mr. Crosse, who held charge throughout the year, spent 252 days in the inspection of 109 schools, and conducted certain examinations. The Inspector has two assistants, one of whom was placed on special duty on two occasions extending over five months. The District Inspectors in Lahore and Montgomery are experienced officers, whose work is favourably reported on. The exertions of Bawa Bhag Singh, the Tahsildar of Kasur, earn special acknowledgment.

15. *Rawalpindi Circle.*—Maulvi Umr-ud-din retained charge of the Circle throughout the year, and inspected 109 schools during 207 days spent on tour. His assistants inspected a large number of Primary schools, and the services of five District Inspectors were requisitioned for the annual inspection of the six districts comprising the Circle; but notwithstanding this, 102 Primary schools could not be examined *in situ*. The Inspector represents that the work of the Circle is beyond the power of his staff to cope with, and that relief is needed. The inspection of Primary schools by the District and Assistant staff was, with thee xception of the Shahpur district, well up to the mark, and would have been better but for the prevalence of plague in the Attock, Gujranwala and Gujrat

districts. Special mention is made of the work of Lala Makhan Lal in Gujrat, and of M. Fazil Muhammad Khan in Attock. More might be done, however, in the way of peripatetic instruction. The interest shown by the Deputy Commissioners is acknowledged, and several Tahsildars are singled out for favourable mention.

16. *Multan Circle.*—Lala Sundar Das Suri was in charge of this Circle throughout the year. He was on tour for 178 days, 148 of which were occupied in inspecting 100 schools. One of his assistants inspected 220 schools in 160 days, and the other 225 schools in 162 days. The subordinate staff were energetic, and discharged their duties with tact. The need of an Assistant District Inspector is felt in Lyallpur and Muzaffargarh districts. The Inspector notes the extension of primary education, the introduction of the rural scheme of studies and the improvement in the status of village school masters as proofs of the interest taken in education by the Deputy Commissioners in the Circle, and the Tahsildars show increasing energy.

17. *Inspection of girls' schools.*—Miss Francis held charge of the Western Circle throughout the year. Mrs. Ingram, the Inspectress of the Eastern Circle, was on leave from October, 1907, to January, 1908, during which period Miss Stratford, Assistant Inspectress of the Western Circle, officiated for her. The number of schools inspected in the Eastern Circle was 174, and in the Western Circle, 159. In the Eastern Circle it was found possible to inspect nearly all the girls' schools; but the journeys undertaken by the Inspectress and her assistant often involved many miles of travel over *kacha* roads, and much expenditure of time. In the Western Circle; the number of schools being larger—about 5 to 3 of those in the Eastern Circle—and there having been no assistant for the greater part of the inspecting season, District Board schools at a distance from the railway were not visited. The Inspectress writes:—"The importance of these schools is usually in inverse ratio to their inaccessibility, and it is a not uncommon experience after a journey of twenty miles by *kacha* road to find a school of two or three classes only, under a master, which has been periodically visited without objection by the District Inspector."

18. *General remarks.*—With the increase of Primary schools the duties of inspecting officers have become more exacting, and it is satisfactory to note that a high level of work has been maintained. The rule substituting inspections of Primary schools *in situ* for the collective examinations which were formerly held has proved particularly difficult to carry out, and the Amritsar Inspector remarks that so much time is spent in travelling that there is little left for enquiry into discipline and teaching. The practice of borrowing District Inspectors to assist in the annual inspection of other districts involves an interruption of their proper duties which can hardly be deemed satisfactory, but which is inevitable under the present system. More Assistant District Inspectors are needed to act as itinerant instructors of the village teachers, a large proportion of whom are untrained, and every increase in the number of Primary schools brings this need more into prominence. Notwithstanding such difficulties, the work of the inspecting staff, with few exceptions, has been characterised by zeal and efficiency.

Chapter III.—Collegiate Education.

19. *Number of institutions and students.*—There was no change in the number of colleges during the year. There are 10 Arts colleges, including the Oriental College, in British territory. Professional colleges are dealt with in Chapters VI and VII. The number of students in Arts colleges was 1,725, showing an increase of 127.

20. *Expenditure.*—The expenditure on these institutions was Rs. 2,88,144, against Rs. 2,56,429 in the previous year: of this sum Provincial revenues contributed Rs. 1,08,097, fees Rs. 91,226, and endowments and subscriptions Rs. 85,986. There was an increase under all heads except subscriptions. The expenditure on

scholarships increased by Rs. 2,722. Fifteen per cent. of the students were in receipt of scholarships and stipends.

21. *The University.*—The twenty-seventh Convocation of the University was held on the 21st December, 1907, when the degree of Doctor of Laws was conferred on Sir Lewis Tupper, formerly Vice-Chancellor. The number of those admitted to the various degrees was 149, as compared with 163 in the previous year. The expenditure was Rs. 1,87,119, of which fees contributed Rs. 1,26,022, as compared with Rs. 1,21,775 previously. The closing balance was Rs. 1,18,897. All the affiliated colleges were, as before, visited and reported on by an inspecting committee representing the University, and the affiliation of certain institutions in higher courses of study was decided on. Warnings were issued to two temporarily affiliated institutions. In January and February a course of lectures on Political Economy was delivered by Lala Manohar Lal, M.A., Principal of the Randhir College, Kapurthala, under the auspices of the University. The results of the various Arts examinations conducted by the University show a general improvement.

22. *Government College, Lahore.*—The number of students increased from 250 to 330 during the year. The expenditure rose from Rs. 86,949 to Rs. 1,07,382, of which fees contributed Rs. 26,876. An Assistant Professor of English was added to the staff. The examination results were satisfactory: in the M. A. examination 13 out of 18 candidates passed. The Principal remarks:—"There has been a great increase in the popularity of Science. Since 1898 the numbers have risen in Physics from 49 to 225; in Chemistry from 38 to 225; and since 1902 the numbers in Biology have risen from 5 to 123. Considerable progress has been made in the direction of making the Science teaching more practical; but this requires more men, more time, more laboratory space, and increased expenditure on stores, contingencies and apparatus." The accommodation for Physics and Chemistry is inadequate, and the number of admissions has to be limited. During the year additional rooms have been made available for Biology, and the gallery has been utilised as a museum. The building formerly occupied by the Small Cause Court has been made over to the college as a residence for Professors, so as to enable them to take a more active interest in the occupations of the students. Two hundred and twenty-two of the students are boarders, and it was found necessary to hire an additional boarding-house outside the college precincts. The college has debating, literary, dramatic and historical societies and a magazine, conducted by the staff. Games and athletics are systematically pursued, and the college teams were very successful in the University tournament.

The college sustained a great loss by the death of Lala Jiya Ram, who had been a member of the staff for about fourteen years. It is proposed to endow a prize in his memory.

23. *St. Stephen's College, Delhi.*—The college has been affiliated for the M. A. degree in Philosophy and Mathematics, and for the M. O. L. degree in Arabic. The number of students rose from 107 to 109; the expenditure decreased from Rs. 22,846 to Rs. 22,769, of which Provincial funds paid Rs. 7,275 and fees Rs. 8,405. The examination results show an improvement, and the record is one of progress generally. The additions to the college are now complete. Besides the usual games, the students had physical drill daily, conducted by the Revd. C. F. Andrews. A series of lectures was delivered on the fundamental truths of Christianity, and debating and literary societies flourished.

24. *Forman Christian College, Lahore.*—The number of students was 366, against 387 last year. The expenditure was Rs. 40,975, of which fees contributed Rs. 24,991 and Provincial funds Rs. 5,400. The percentage of success in University examinations was slightly lower than last year, but some of the highest places in the list were taken by students from this college. Two hundred and thirty of the students live in the boarding-house, which is supervised by the staff. Physical training is compulsory; literary societies flourish; and besides the regular religious instruction, a number of addresses have been delivered by visitors. An interesting feature of the college work has been the encouragement of "social service." The Principal writes:—"A number of the students

have begun to do something for their less-favoured countrymen. Among the methods tried with more or less success are the following:—village talks on sanitation, encouragement of Primary schools, discouragement of litigation, endeavour to start schools where there are none, teaching of the women of the household, and reading good and interesting books in the presence of the illiterate." The chief material improvement has been the addition of a second storey to the hostel.

25. *Dayanand Anglo-Vedic College, Lahore.*—The number of students rose from 457 to 486. The expenditure appears to be almost entirely met from fees, which amounted to Rs. 17,287; Rs. 6,722 are paid in scholarships from Provincial and other funds. The examination results were fair, and some high places were obtained. The staff consists largely of Bengali gentlemen: there were several changes. Fifty-nine students held Government, University and other scholarships. Religious instruction is given, and lectures were delivered on Sanskrit theology and philosophy. The college is not strong in athletics, but physical training receives attention, and there is a riding class. Engineering classes are attached.

26. *Islamia College, Lahore.*—The number of students fell from 89 to 79. The expenditure rose from Rs. 10,152 to Rs. 14,447, of which sum fees contributed Rs. 2,760. The B. A. examination results were poor, but one student obtained an M. A. degree in Arabic. The new boarding-house has been completed, and the college building is under construction. The staff has been greatly strengthened by the appointment of Mr. Abdul Aziz, a graduate of Cambridge, as Principal. The other members of the staff have been given higher salaries, on the understanding that they serve for a stated period. Forty-four students reside in the boarding-house, which is supervised by the staff. Religious instruction is given daily. There are literary societies, and a college magazine. On the whole, the prospects of the institution are hopeful.

27. *Khalsa College, Amritsar.*—The number of students rose from 109 to 135, of whom 104 were Sikhs. The expenditure was Rs. 23,966, of which fees contributed Rs. 4,253. The examination results were good: 25 out of 55 passed in the Intermediate examination, of whom one candidate stood first in the Arts Faculty, and another in the Science Faculty. Notwithstanding this, the Principal reports that the year has been one of stagnation. Nothing has been done to improve the prospects of the staff, and two Professors left without due notice. The boarding-house is overcrowded. "The financial outlook of the college is worse than ever; the constitution of the governing body has not been amended; and as the year closes, the college appears to be on the verge of total disaffiliation." Since this was written, steps have been taken to put the constitution of the college on a firmer basis, and it may be hoped that the long deferred college building will soon be taken in hand.

28. *Hindu College, Delhi.*—The number of students fell from 50 to 42 in four classes. The expenditure was Rs. 10,882, of which fees contributed Rs. 1,285. Only one student held a scholarship. The examination results showed a falling-off. Several changes took place in the staff. Religious instruction is given, and there are literary societies. The college still occupies a hired building which is pronounced to be unsuitable: part is used as a residence by the Principal, the boarding-house superintendent and 10 boarders. The institution is in danger of being disaffiliated.

29. *Gordon Mission College, Rawalpindi.*—The number of students rose from 36 to 52, and is still rising. The expenditure increased from Rs. 20,438 to Rs. 20,961, of which fees contributed Rs. 3,231 and Provincial funds Rs. 3,600. The examination results were good. The boarding-house, of which an American member of the staff is resident superintendent, contained 19 inmates. Athletics are compulsory, and a debating and literary club was popular.

30. *Scotch Mission College, Sialkot.*—This is the only second-grade college in the province. The number of students increased from 23 to 32. The expenditure rose from Rs. 5,736 to Rs. 6,191, of which fees contributed Rs. 1,836. The examination results showed a marked improvement. A site for a new building has been bought, and other improvements are contemplated. Religious instruction is regularly given.

31. *Oriental College, Lahore.*—The number of students was 94 in the college and 35 in the school department. This is much the same as in former years. Fifty-nine students in the college and 16 in the school held scholarships and stipends; the expenditure was Rs. 24,074, exclusive of expenditure from the University budget on endowed readerships. The staff are partly employed in giving instruction in Oriental languages to Government College classes, and a contribution of Rs. 5,880 is made on this account from Provincial funds. Fees amounted to only Rs. 325. The examination results were satisfactory, except in the higher Sanskrit examinations. Only three students in the college and one in the school were studying Gurmukhi. The reorganisation of the institution is now being considered by the University, the present system being considered to be needlessly complex. The report submitted by this college is entirely statistical, and no reference is made to any except the instructional side of the institution.

32. *General remarks.*—From the foregoing it will be seen that almost all the colleges are making noticeable progress. The closer supervision now exercised by the University through its inspecting committee has had a stimulating effect, and the college authorities, with the aid of the grant from Imperial funds which the University has been empowered to distribute, are endeavouring to fulfil the new conditions of efficiency.

Chapter IV.—Secondary Education (Boys).

33. *Number of schools and pupils.*—There has virtually been no change in the number of Secondary schools. The Dharmsala school was re-opened; an unaided High school at Delhi was closed; and a Primary school in the Multan Circle was raised to the Middle grade. Two unaided Secondary schools were brought on the aided list. The Government school at Ambala was raised to a High school.

The number of pupils in the Secondary stage of Anglo-Vernacular schools increased by 1,101, to which aided as well as Government and Board schools contributed. Vernacular schools show a satisfactory increase of 424, as compared with a decrease in the previous year. The number of pupils learning English in the Primary and Secondary departments of schools was 32,310, showing an increase of 1,232, which is significant of the popularity of this form of education.

34. *Expenditure.*—The expenditure on Secondary schools for boys, both European and Native, rose from Rs. 12,21,376 to Rs. 13,54,948, to which Provincial funds contributed Rs. 3,87,351 and fees Rs. 5,64,192. The fees realized in Government and Board schools increased by Rs. 17,105, while those in unaided schools show a large decrease. The number of pupils paying the higher rates of fees is only 1,263, which is less than in former years. The number of scholarships current in Secondary departments increased by 86, but the expenditure shows a decrease.

35. *Examinations.*—In the Entrance or Matriculation examination less than half the candidates passed. The University Entrance also serves the purpose of a School Final examination; considering it as such, it is hardly satisfactory to find that so small a proportion of the boys who completed their school course were awarded certificates. Practical difficulties have hitherto prevented the institution of a separate examination for schools, which should gauge the pupils' past work rather than their fitness for entering on a University career. In the Clerical and Commercial examination, which is also conducted by the University, only 25 candidates passed out of 66 sent up; this may be due to

the fact that the course is usually taken up by less ambitious students, and that the teachers are imperfectly equipped for their task. The Vernacular Middle School examination was conducted for the first time by the Department, and a practical test in science was introduced. The percentage of success was considerably higher than in previous years. It may be mentioned that, whereas this examination had been conducted by the University at a loss, under departmental management a substantial balance was credited to Government after all expenses had been paid. Judged by examination results, the Gujranwala United Presbyterian Mission School stood first among the Anglo-Vernacular institutions: other successful schools were the Moga Dev Samaj High School, the Doaba High School, Jullundur, and the Government High School, Karnal. Several of the Vernacular Middle schools had no failure to record.

36. *Instruction.*—The curriculum, especially that of Anglo-Vernacular schools, has long been acknowledged to be out of date and to need remodelling. One Inspector says:—"The teachers have to teach too much, and so teach it too little.....A selection is needed of a course closely related to actual life, between all subjects a closer co-ordination, a reform of the language teaching, and a prescription, in many cases, of better text-books." Among the weak points are the teaching of geography and mathematics through the medium of English at too early a stage, the treatment of grammar, translation, and conversation as subjects which must be taught separately, and the starting of two new languages simultaneously. Pronunciation and handwriting receive too little attention in most schools. There is a general tendency among ill-qualified teachers to make up for the deficiencies of the class instruction by exacting an inordinate amount of home work, and complaint of "over-pressure" is common. But the Inspectors are mostly of opinion that the instructional state of the schools is improving, and that the staffs include many able and conscientious teachers who are doing their best to cope with the difficulties of the existing scheme of studies. The introduction of drawing, and the substitution of practical Geometry for Euclid, are changes in the right direction. The Multan Inspector notes a tendency in Vernacular Middle schools to study agriculture in place of science, which is not to be discouraged so long as agricultural teaching is not confined to bookwork. This is a matter in which the co-operation of the Agricultural Department will be asked for.

37. *Buildings and equipment.*—Most of the Government High schools have long ceased to be sufficient to accommodate the increasing numbers. Since the provincialization of these schools, estimates amounting to between ten and twenty lakhs have been prepared for new school and boarding-house buildings, but none of the larger schemes have as yet been taken in hand, and it seems possible that many of them will have to be postponed indefinitely unless a large allotment of funds is made. The only work undertaken during the year was the addition of a laboratory to the Government High School, Amritsar. Among the worst school buildings are those at Jullundur and Multan, and the Palampur High School is still housed in temporary sheds. Much has been done, however, in the way of equipping Government schools with furniture and apparatus.

Most of the Board Secondary schools are also overcrowded, and proper hostel accommodation is a crying need. In the Rawalpindi Circle, at Hazro, Kallar, Naushahra and elsewhere, new school buildings have been erected, but there seems to have been little building activity in other parts. Boarding-houses were built at Gharaunda in Karnal, and at Gurgaon. At Zira, in the Jullundur Circle, a new school building was erected by private liberality. The want of good play-grounds is generally felt, especially for the High schools situated in towns, and the equipment of Board schools is often very defective.

38. *Advance of English as compared with Vernacular education.*—The demand for English shows no sign of abatement. The material proof of this is that the people are willing to pay for instruction in English: the fee-income in Anglo-Vernacular schools usually covers half the expenditure, which cannot be said of any other form of education; and Secondary schools started by private enterprise are invariably Anglo-Vernacular. Vernacular High schools, excluding the school attached to the Oriental College, are non-existent, and the only Verna-

cular Middle schools are those maintained by District Boards. The Rawalpindi Inspector speaks of "the exertions of the people of Kunjah in the Gujrat district, and of Kallar in the Rawalpindi district, to secure Anglo-Vernacular institutions for their towns in place of the existing Vernacular schools"; and he adds:—"I venture to think that if the people had their own way, they would have most of the Vernacular schools converted into Anglo-Vernacular ones, such is the spell that English education exercises on the popular imagination." Other Inspectors write in the same strain. In the Multan Circle, however, three new Vernacular Middle schools have been opened, and Vernacular education has received some impetus. The Inspector says:—"The present as well as the prospective growth of Vernacular Secondary schools is due to the fact that District Boards realize the necessity of increasing the number of Middle-passed youths to work as village school teachers....Vernacular Middle schools have sometimes to make a struggle for existence at important commercial centres or where the educated classes have a strong voice. These schools flourish best in rural areas, and are appreciated by the poor classes. But sooner or later the demand for English education, always present, increases in intensity until the local authorities and the Department find it hard to resist. I fear in some cases the interest of the poor, who have always a feeble voice, is sacrificed when a Vernacular school is converted into an Anglo-Vernacular institution. Perhaps the best means of arriving at a compromise, to meet the wishes of the rich as well as the poor, would be to provide instruction in English as an optional subject on payment of a higher rate of fees."

The objection to Anglo-Vernacular Middle schools, from an educational point of view, is that ill-taught English dominates the whole of the curriculum, the result being that the boys learn nothing thoroughly. In Vernacular schools the subjects of study receive their full share of time, and are not corrupted by the use of a foreign medium. An additional drawback is the expensiveness of an English school, where the fees are at least four times as high as those levied in Vernacular classes. What seems to be needed is a course of study which would retain the best features of the Vernacular school (combined with its cheapness), while allowing for the study of English as an optional subject.

39. *General remarks.*—While the quality of the instruction is thought to be gradually improving, the development of Secondary education is not keeping pace with the extension of Primary schools, and there is a resulting want of teachers for the latter. The provincialization of the High schools at the head-quarters of districts has had a tonic effect on these institutions, and has rendered the teaching profession somewhat more popular. But head masters of stronger character are needed. The Amritsar Inspector says:—"Except in a few High schools, and others with a strong and good manager, I have not found the presence of a common spirit. Thus head masters are often mostly nominal, and discipline and character suffer." A consolidated list of all the teachers employed in the Government schools was issued during the year. Many were discontented, because the reorganization of the service did not bring them material advancement, and because (as they imagined) their merits had been overlooked when new teachers were imported from outside; the adjustment of claims has been far from easy. The new subordinate list comprises 948 appointments.

Chapter V.—Primary Education (Boys).

40. *Number of schools and pupils.*—The number of schools rose from 3,151 to 3,343, of which 2,476 were Government and Board schools. The increase was virtually confined to the latter class of schools, a rise in aided schools being balanced by a fall in unaided. The rate of progress in opening new Board schools has not been equal to that of preceding years; but in view of the cost of maintaining the new schools opened with the aid of the grant from Imperial funds, a slackening of speed was inevitable. Of the 191 new Board schools 72 were in the Delhi Circle, of which the largest proportion was in Hissar, and 62 in the Multan Circle, nearly half of which were in the Lyallpur district. In other parts the increase was small.

The number of pupils rose from 141,559 to 146,290, the increase being, as might be expected, in the Lower Primary stage. This increase has been almost entirely confined to the Delhi, Multan and Amritsar Circles; in Rawalpindi the number fell off by 2,580, which is attributed to the prevalence of plague. A satisfactory feature is the rise in the number of agriculturists' sons attending school, which is common to all the Circles.

41. *Expenditure.*—The total expenditure on Primary schools and Primary departments shows an increase of Rs. 88,145 in the amount contributed by public funds. Fees have decreased by Rs. 20,988, owing to various reductions and exemptions which have recently come into force. Fees now defray about one-fifth of the total expenditure. Free tuition is given in the Dayal Singh School at Lahore, and the tendency is towards making primary education free for all who cannot afford to pay for education. In Indigenous schools, aided or unaided, arbitrary rates are charged. No scholarships are held by boys in ordinary Primary schools. The small expenditure under this head is on stipends in special schools, and on scholarships held by boys studying English in special classes attached to Secondary schools.

42. *Examinations.*—There is no public examination for boys in Primary schools. The certificates awarded by Assistant Inspectors on the basis of the examination held by head teachers were more numerous than last year. These certificates mean little more than that the pupil has completed the primary course of study, since the tests applied by teachers of Primary schools are not always reliable. Competitive examinations for scholarships are held by Assistant Inspectors at centres.

43. *Zamindari schools.*—This type of school has virtually disappeared. There are none in the Rawalpindi and Jullundur Circles, and there is only one in Delhi. The higher rate of staff grant is responsible for the continuance of some aided Zamindari schools, which would probably not be classed as such without this artificial stimulus.

44. *Rural schools.*—The new rural school is intended to be a compromise between the Zamindari and the Primary school. The distinguishing features of the new course are the omission of Persian and the inclusion of the native system of accounts. The course is growing in favour, and will probably be adopted shortly in all village schools. The Delhi Inspector writes:—"The Rural School scheme of studies is no longer disliked by the people, it having been well fitted in with the scheme of studies for Vernacular Middle schools." Similarly in Rawalpindi "the one great complaint of the people against these schools—that they led to nothing beyond—has been removed." The Amritsar and Lahore Circles are still backward in adopting the new scheme. The principal obstacle is the lack of competent teachers; but this will be overcome in time.

45. *Indigenous schools.*—There was a satisfactory increase in the number of schools examined for grants, although the attendance fell off, owing to plague and scarcity. The expenditure in grants also decreased in the Rawalpindi, Multan and Amritsar Circles. The Delhi Inspector writes:—"The block grant system is appreciated by the managers and teachers of these schools, and in view of it they make efforts to obtain a good 'mark of merit' for the school, which determines the rate for staff as well as maintenance grant. As a result of the award of furniture grant and house-rent, these schools are now better equipped and better housed than formerly." In Multan, as elsewhere, "Indigenous schools are either maintained by Christian Missions or managed by the village priests, *mullahs*, or *bhais*, or, lastly, run by Primary-passed youths who seek their livelihood in the teaching profession." In the *maktabs* and *pathshalas* writing is well taught, reading and arithmetic only moderately. These schools, although primitive, are a valuable adjunct to the Board school system. The extension of their number is facilitated by the simple conditions under which grants can be earned.

46. *Gurmukhi schools.*—The establishment of Gurmukhi branch schools and classes is authorised by the Education Code, the scholars in such classes being taught both Panjabi and Urdu up to the standard of the third lower Primary class. Such schools have not as yet made any appreciable progress. There are only 42 altogether, with 1,164 scholars; Jullundur has 14, and Amritsar 12. In the Lahore district Gurmukhi schools do not seem to be popular, and one of them, which was opened at Nankana, the birth-place of Guru Nanak, had to be transferred elsewhere.

47. *Schools for low-caste children.*—There was a marked increase in the number of schools and scholars; the schools are maintained by missionary societies, and are chiefly in the Gujranwala, Delhi, Ambala and Gurgaon districts. Also a number of low-caste pupils—mostly *chamárs* and *chuhras*—are scattered through the ordinary schools, where they sit apart from other pupils. It is thought that prejudice against the education of low castes is gradually dying out.

48. *School post-offices.*—The system of placing teachers of village schools in charge of post-offices meets with general approval; 1,175 teachers were so employed. The gain to the teacher's pay and position compensates for any interruption to his work which may be caused by his postal duties.

49. *Proportion of boys not reading beyond the Primary stage.*—The figures vary little from those of preceding years, but there appears to be an increasing tendency, in the case of pupils in Vernacular schools, to discontinue study after completing the Primary course. Almost all Anglo-Vernacular pupils, on the other hand, proceed to the Middle stage if they can qualify for it.

50. *General remarks.*—The record for the year is, generally speaking, one of progress. Besides the increase in numbers, buildings and equipment have been improved, and teachers' pay raised in some districts. But it must be confessed that the progress is slow. The chief hindrances to the spread of primary education are the want of funds, the scarcity of teachers, and the lethargy of the people. Popular interest in education, however, is yearly increasing, and the demand for schools exceeds the supply. Even if funds were available for opening many more schools in each district, the difficulty of finding teachers would not be overcome. The Amritsar Inspector says:—"The want of trained teachers is felt in all districts.....Many assistant teachers are Middle-passed youths, inept and ignorant, and even Primary-passed boys are used." The Rawalpindi Inspector writes:—"The teacher's calling does not seem to be popular. Much inconvenience is felt in selecting stipendiaries for the Normal School, and some of them leave during the session.....The chief reasons are that there is no pension, that the departmental requirements are becoming more and more exacting, and that the profession has not got much value with the public....Most of the new schools are placed in charge of unqualified teachers." It is undoubtedly true that while much more is expected of the village teacher than formerly, his emoluments have not risen proportionately. In this weakness of the teaching staff lies the risk of introducing modern theory into village school curricula. Children can be taught to read, write and cipher in a mechanical way, yet to some purpose, without exceptional skill in the teacher; but object-lessons, nature-study, geography, agriculture, practical mensuration, and the like, need trained intelligence and art, in the absence of which the teaching of such subjects is barren labour, and the result is as described by one of the Inspectors:—"Queer models (of objects procurable and not in the least like them) are carefully examined and described, and whatever the teaching to which the topic may lend itself, there is always the same dreary list—disconnected and aimless—of uses, parts, kinds, colours, numbers and shapes. Geography is still of name-lists, and the models in the compounds exist for the Inspector's entertainment. If there is a school garden, still indoor object-lessons are often preferred to nature-study on the spot." The general opinion, however, is that the quality of the work is improving; the number of trained teachers is increasing; and the district inspecting staff are to some extent remedying the defects due to the employment of untrained teachers. Itinerant girdawars have been employed in several districts to teach mensuration and land records. The Inspector of the Rawalpindi Circle considers the assemblage of teachers at head-quarters for the purpose of practical training

to be more effective than the appointment of an itinerant instructor; this has been tried in Gujrat. In Lahore itinerant patwaris have proved useful. The experiment of appointing village school committees does not seem as yet to have had practical results, except perhaps in Hissar.

Chapter VI.—Training Institutions.

51. *Number of institutions.*—The number of institutions remained unchanged. The Amritsar Circle has no Normal School, and it has been suggested that one might be started in Gurdaspur, or else in the Kangra district, for the benefit of schools in the hills. Many of the aided girls' schools have training classes attached.

52. *Central Training College, Lahore.*—The staff underwent little change. Mr. Wyatt, the Vice-Principal, left in February to officiate as Inspector of Schools, Amritsar Circle, his place being taken by Mr. Langhorne; Mr. Tydeman then officiated for Mr. Langhorne in the Central Model School. The number of stipendiaries and other students rose from 171 to 195, the most notable increase being in the Senior Anglo-Vernacular class. Eight teachers were sent from Patiala and other States. The attendance was the largest on record. The number of graduates who joined rose from 24 to 35. Muhammadans numbered 77, and Hindus and Sikhs 112. In recent years there has been a large increase in the number of Muhammadans under training. The expenditure rose from Rs. 65,122 to Rs. 74,641. The increase was due to higher salaries being paid to the staff, and to the larger number of stipendiaries. The examination results were satisfactory. Physical training was well attended to. The general behaviour of the students is reported to have been excellent.

During the past year there has been a great demand for Anglo-Vernacular trained teachers, and it has been found impossible to comply with managers' requests. Senior Anglo-Vernacular students can usually obtain salaries of about Rs. 60, which is an advance on the rates prevailing a few years ago. Two trained teachers, holding Senior Anglo-Vernacular certificates, accepted posts without salaries in the new Sikh School at Lyallpur. The pay of the Junior Anglo-Vernacular teacher varies from Rs. 30 to Rs. 45. The Principal observes in this connection :—"I feel it is a matter of deep concern that the salaries that the Department can at present offer compare so unfavourably with those offered in other branches of the public service. It affects our work in three ways : it prevents us from securing the best and the brightest students—men come to us when they have been unable to secure work in other departments : the teachers we get are frequently dissatisfied with their lot, half-hearted about their work, on the look out for better paid posts, and the annual leakage from the Department is considerable; thus money which has been spent on the training of teachers is thrown away. The B. T. examination has only been in existence some five years, but of those sent out no less than five are studying law." There is some point in these remarks, but the question has another side. The State is not the only employer concerned; and if salaries in Government schools were to be raised so as to secure the best teachers, the schools managed by private bodies would be forced in self-defence to follow suit. Thus the maintenance of properly staffed schools by private agency would be rendered more difficult and expensive. Even now managers of aided schools complain of the difficulty of obtaining qualified teachers, owing to the superior attractions offered by Government service since the provincialization of the Municipal Board High schools. It is undeniable, however, that the Department does not at present succeed in recruiting a fair share of the best graduates to fill posts in the schools, and that teaching as a profession is unpopular.

The curriculum includes, as before, lectures on the principles and practice of teaching, visits of observation to the Model School, model lessons,

and work in the Model School under the direction and guidance of the class teachers. The Principal writes :—

" The lectures on the principles and practice of teaching naturally vary with the class and attainments of the students. In the Senior Anglo-Vernacular and E. T. classes the basis of instruction is a course in mental science designed to show how the child's mind works in its attempts to deal with the world and how it must work to arrive at truth. After a foundation has thus been laid in psychology and logic, the principles of education are dealt with, the aim of education, the child, the curriculum, the processes of teaching, examinations, and training being treated in turn. In the Junior Anglo-Vernacular class and in the Senior Vernacular class the work is naturally of a more elementary nature ; but in these classes also an effort is made to give the pupils a firm grasp of those truths regarding child nature which must form the basis of all intelligent work.

The visits of observation to the Model School enable the students to get an insight into the method of handling large classes and learning the devices which a good teacher adopts to keep all the pupils profitably employed. As the masters know that their work will be observed and criticised, the lessons are carefully prepared and generally successful.

The lectures on school method aim at impressing on the students that the teacher is merely the intermediary between the child and the subject-matter of the lesson, and that he must know the forms of mental activity the child must experience to acquire knowledge, and how to incite the pupils to put forth the necessary effort. The difficulty here is to prevent mechanical imitation, and to make clear that the slavish employment of particular pieces of apparatus or the adoption of certain devices does not necessarily constitute effective teaching ; in short, to make the students apply principles for themselves. Hence the different mental attitudes of the teacher and pupils during a lesson have constantly to be pointed out ; and the fact that the method should not be obtrusive, that it should be felt rather than seen, that it is only the letter of the law while the teacher is the spirit, and that it must constantly be varied to suit the needs and mental capacities of the pupils, has to be reiterated again and again.

In former years the lectures on particular method were given by the tutor entrusted with school management. This year, acting on the view that no one teacher can be proficient in every subject of the school curriculum, the ordinary lectures on particular method were supplemented by special lectures given by different members of the staff, each master preparing and delivering a short course of lectures on the method of teaching the subject allotted to him. Mr. Wathen, of the Government College, also gave an interesting lecture on the teaching of history. These lectures throw new light on the subject, provide useful topics for discussion, put before the students different views regarding the teaching of various subjects, and prevent the work from becoming stereotyped."

It may be added that the two years' course of training only exists as yet on paper. Most students leave after one year owing to the demand for teachers, excluding those who remain to study for the B. T. degree ; and it is doubtful whether the B. T. course should be attempted without previous experience of the actual conditions of school work.

53. *Central Model School.*—This institution is used as a practising school for the Training College students, and is under the general control of the Principal. The number rose from 848 to 889, and the Head Master writes that " the limit of expansion consistent with efficiency has been reached." The expenditure on the school was Rs. 28,950, of which fees contributed Rs. 14,724. The examination results were fair. The staff is now complete in every respect. The school won trophies for athletics and hockey at the tournament.

54. *Normal Schools.*—The number of students in the five Normal Schools fell from 401 to 365. The decrease was chiefly at Rawalpindi, where a number of stipendiaries resigned or absented themselves. The Inspector says :—" This

state of things is due partly to the unpopularity of teaching, as a profession which has little or no prestige with the people, and partly to the smallness of pay and limited field of promotion." The expenditure rose by Rs. 6,871, chiefly owing to the staff being strengthened. The examination results were satisfactory; failures were mostly in mathematics and geography. The Principal of the Central Training College, who inspects Normal Schools, reports as follows :— "The work varies in quality, but all the schools are doing useful work. In some there is a tendency perhaps to lay too much emphasis on rules and maxims, and to overload the lessons with apparatus." He adds that although the course is supposed to extend over two years, practically it is a one-year course for students who can pass the examination. Excursions to places of interest were included in the training at Jullundur and Rawalpindi.

Agricultural instruction, which forms part of the curriculum, received illustration from small plots rented for the schools at Lahore, Rawalpindi and Multan. At Rawalpindi "simple experiments have been devised to show the germination and development of plants. To promote a spirit of emulation in practical work the farm has been divided into sections, making the students of each district responsible for each section." The school plot at Multan has been much improved. Practical Mensuration has been taught in the fields. As regards Kindergarten teaching, the Principal remarks that at Multan "Kindergarten exercises had been practised, rather than Kindergarten principles studied and comprehended," a criticism which probably applies elsewhere.

55. *Employment obtained by Normal School students.*—The supply of trained teachers was, as usual, unequal to the demand. At Delhi all the students obtained employment at rates varying from Rs. 10 to Rs. 15; at Jullundur the maximum obtained was Rs. 20; and at Rawalpindi there were no candidates available for posts on Rs. 15 and Rs. 20. It is satisfactory to find that the teacher's remuneration is gradually increasing.

56. *Normal School for Women, Lahore.*—There were 37 students on the rolls at the close of the year, as compared with 72 in 1907. Of these, 19 were Hindus, 3 Sikhs, and 12 Muhammadans. The expenditure was Rs. 14,036, all from Provincial revenues. The school has been moved to a building adjoining the Victoria School, which is now used as a practising school, to the advantage of both institutions; and it has been placed under the control of the Inspectress of Schools. The fall in numbers is due to the fact that students had been admitted as stipendiaries who were virtually uneducated, and who were unfit, therefore, to be trained as teachers. More discrimination is now exercised. An examination was held, for the first time, in July, 1907. Twenty-three out of 43 students obtained certificates, but only 9 of these became teachers. In 1908, 9 candidates passed out of 19 sent up. The school has cost Rs. 38,954 since its foundation in 1905, and it must be confessed that the out-turn hitherto has been wholly incommensurate with the expense involved, and that the institution has not answered the expectations which were formed that it would supply the demand for Hindu and Muhammadan teachers in girls' schools. The explanation given by the Inspectress is "the difficulty that young women find, owing to their natural timidity, and the customs of the country, in leaving their native place, or, if residents of Lahore, to go out as teachers. Students at Gujranwala and Amritsar prefer to take scholarships of Rs. 3 and attend the training classes at those places, rather than come to Lahore on Rs. 8. Those who have passed the Middle Standard examination can, moreover, readily obtain posts in Primary schools without training, owing to the scarcity of teachers. It may be hoped, however, that these difficulties will gradually disappear. When one student from any place has come in to Lahore, others from the same place overcome their fears and follow her example. Several have thus come in from the frontier districts, from Bahawalpur, and from Patiala."

57. *Other Training Classes.*—Besides the Normal School candidates, 28 candidates were sent up for the Junior and Senior Certificate examinations

from the Amritsar Municipal Board School and the Mission Schools at Amritsar, Gujranwala and Sialkot, of whom 21 passed; 13 of the successful candidates were Christians. The Inspectress remarks in this connection that Primary schools for girls are generally supplied with teachers from the nearest Vernacular Middle school; the development of Middle schools, therefore, is one of the best means of improving female education generally. The same may be said of boys' schools.

58. *Training Classes for Europeans.*—A training class for teachers of European boys' schools was opened at Sanawar in April, 1907; it is under the charge of Mr. A. J. Ross, M.A. The number of students at the close of the year was 10. The curriculum and other arrangements have been prescribed by the Government of India, and the cost of maintenance is chiefly defrayed by a grant from Imperial funds. Training classes for women teachers were maintained, as before, at Auckland House and St. Bede's College, Simla. The number of students in attendance was 34. Both these institutions are reported to be doing excellent work.

Chapter VII.—Special Education.

59. Special education is imparted in the institutions which prepare for the legal, medical and veterinary callings; in the engineering classes and the Mayo School of Art; in various schools which combine industrial with general teaching; and in the clerical and commercial classes which train for clerkships. Institutions which prepare for the teaching profession are dealt with in a separate chapter.

60. *Law College.*—The number on the rolls was 154, of whom 119 were Hindus. The expenditure was Rs. 14,411, which was entirely met from fees. Rooms are hired for lecturing purposes, and the College has little, if any, corporate existence. The results of the examinations held in 1907 and 1908 were unsatisfactory. In the LL. B. examination only 32 candidates passed out of 86 sent up. It is hoped that the College will soon have quarters of its own.

61. *Medical College and School.*—The average number of students in the College and School during the year was 236 and 215, respectively, compared with 257 and 248 in the preceding year. The decrease in the number of College students is mainly due to the introduction of the revised medical regulations of the Punjab University, which demand a higher standard of preliminary education than hitherto. The L. M. S. qualification has been abolished, and the higher M. B. B. S. degree will be the only degree given in future. The Arts and Science Faculties of the Punjab and Allahabad Universities have raised their standards to meet this demand, and a decrease in numbers is not expected in future. The diminution in the number of school students is partly due to the higher qualifying standard now required for entrance, and partly to the "boycotting" of the military branch of the Hospital Assistants' service owing to its small pay and poor prospects. The Principal considers this a serious matter. In the year under review only six military medical pupils could be recruited, whereas there were vacancies for 50. As a temporary measure, ward orderlies have been sent to be trained as Hospital Assistants, but this is a retrograde step.

The total number of women students in the classes was 12, compared with 10 in the preceding year. One is in the University class and eleven in the Certificate class. No Female Hospital Assistant student has entered the school since 1900, and, as the entrance qualification for the Certificate class is the same as for the Hospital Assistant class, while the prospects of the former after qualifying are infinitely better, it is unlikely that any female students will enter the School in future.

In the College department the number of students in receipt of Government scholarships was the same as during the previous year, 64, while the number of students in receipt of scholarships from other sources fell from 18 to 14. In the School department the number was 163, as against 183 in the year preceding.

The amount of scholarships paid to the College students was Rs. 14,060, and the amount of stipends paid to the School students Rs. 20,017, as against Rs. 12,765 and Rs. 19,286, respectively, in the preceding year. The amounts realized on account of the tuition fees from the College and School students were Rs. 11,655 and Rs. 3,375, respectively, as against Rs. 13,172 and Rs. 4,413, respectively, in the preceding year; the decrease is due to the smaller number of paying students. The expenditure on the College from Provincial revenues amounted to Rs. 94,567, as compared with Rs. 91,957 in the previous year. The increase of Rs. 2,610 is partly due to the annual increase in the pay of the Chemical Examiner and partly to the larger expenditure under the head "furniture and apparatus." The expenditure on the School, Rs. 34,717, shows an increase of Rs. 1,810 over that for the year preceding, largely due to the supply of English text-books to the military medical pupils. The total expenditure from all sources on both the College and School (including the boarding-house) was Rs. 1,57,258, as against Rs. 1,54,780 in the year preceding. Of this amount, Rs. 1,11,659 was expended on the College and Rs. 45,599 on the School.

In the Special Preliminary Scientific examination 56 passed out of 74 candidates; in the First M. B. and L. M. S. 60 out of 74; in the Second M. B. and L. M. S. 22 out of 39. Of the women students one appeared in the Final and passed, and three in the Junior examinations of the Certificate class, of whom one passed. In the School examinations 83 out of 94 passed the Final, and 39 out of 45 the Junior test. The most important questions now under consideration are the need for extra staff for teaching purposes; the separation of the School from the College; and the necessity for additional land for new buildings.

62. *The North India Medical School for Christian Women, Ludhiana.*—A report for the year ending the 31st October, 1907, has been received. The number of students in training is 43; of these, 20 are taking the Hospital Assistants' course, 7 the Compounders, 16 are being trained as nurses, and 18 as *dais*. At the last examination held at the Medical College, Lahore, three girls appeared for the Junior test for Hospital Assistants, and one for the Senior; all passed. The new apparatus purchased with the large Government grant made in 1906 has been gradually arriving, and the school should now be well equipped for teaching by demonstration. The income from fees and patients' donations has largely increased, and the generosity of various donors is acknowledged.

63. *The Tibiya School, Delhi,* is an institution for teaching the Muhammadan system of medicine. There are 85 students.

64. *Vedic and Yunáni Classes* continue to be maintained by the University. The numbers in these classes were 13 and 22, respectively.

65. *Veterinary College, Lahore.*—There were 261 students on the roll on the 31st March, 1908, an increase of 2; about twenty per cent. are scholarship-holders. Muhammadans predominate, numbering 163, compared with 29 Hindus and 69 Sikhs. The expenditure was Rs. 67,471 against Rs. 81,107. As a set-off against the former item, the sum of Rs. 13,719 was paid into the Treasury from hospital and forge receipts. The results of the examination were favourable throughout. In addition to the ordinary classes, a class of 65 men from the Transport Department received three months' training as dressers, and others received instruction in shoeing. In spite of the large classes, the College cannot meet the demand for Veterinary Assistants. A dog hospital, six new stables, and a *post mortem* room were added during the year. More accommodation is needed for teaching Anatomy. The popularity of the late Principal, Colonel H. T. Pease, C.I.E., was practically demonstrated by the post-graduates and native staff of the Civil Veterinary Department founding a scholarship of Rs. 10 per mensem to be called the "Pease Scholarship."

66. *Mayo School of Art, Lahore.*—The number of students on the rolls on the 31st March, 1908, was 291, as compared with 301 last year. The average daily attendance was 244. There were 154 Muhammadans, 97 Hindus, and 32 Sikhs. The expenditure amounted to Rs. 31,548. The income from fees was nominal. The stipends increased from 34 to 43, owing to the interest taken by local bodies in this form of education.

The year has been one of considerable activity in the way of work done for special purposes. The school received an invitation to prepare extensive specimens of its work for display in the Franco-British Exhibition of 1908, and the Indian Committee granted £250 for the purpose. For several months the whole of the resources of the school, and also much outside labour, were devoted to preparing work which would adequately represent the Province in many branches of its industrial art. A small grant was sanctioned to assist in arranging for the school to be represented by a display of art works at the International Conference on Drawing. The system of teaching in all its branches was illustrated by a series of carefully prepared drawings and diagrams. The great metal hanging lamp for the Taj at Agra, the manufacture of which was entrusted by the Government of India to the school, was completed during the year; it was lent to the Franco-British Exhibition as an addition to the School of Art exhibit.

Seven industrial or technical schools were inspected by the Vice-Principal in the course of the year. The Principal points out that the number of these schools has largely increased in the last few years, and thinks it impossible to arrange for the inspection of all. No progress has been made with the scheme of building Art workshops, owing to financial difficulties. The Principal considers that such workshops are a much-needed addition to the School, inasmuch as they would be a means of stimulating and reviving arts of the Punjab which are now on the decline. In connection with the school 10 magic lantern lectures were given, including one for *parda* ladies.

67. *Government School of Engineering, Lahore.*—This institution is steadily growing in popularity, and it was found necessary to restrict the admissions. At the close of the year 221 students were on the rolls, of whom 141 were Hindus, 43 Muhammadans, and 35 Sikhs. The expenditure amounted to Rs. 27,520, to which fees contributed only Rs. 4,116. Fifteen students were in receipt of stipends. At the examination in Civil Engineering held by the Punjab University, 42 out of 53 students passed. Successful candidates appear to have no difficulty in securing employment at rates which compare favourably with those obtainable in other lines of life.

68. *Dayanand Anglo-Vedic College Engineering Classes.*—These classes are also popular and well attended. An Assistant Engineer is in charge. The Engineering and Drawing classes contained 82 students, and three others formed a preparatory class for Roorkee. The expenditure was Rs. 2,516, of which fees contributed Rs. 1,735. The examination results were good.

69. *Victoria Diamond Jubilee Technical Institute, Lahore.*—The number of students has increased from 51 to 62. All, except 9 Sikhs, were Hindus. Metal-work and drawing are chiefly taught, with a little carpentry. The direct expenditure was Rs. 6,853, of which Provincial and Municipal funds contributed Rs. 2,400. No fees appear to be charged. Evening classes are attached, in which type-writing and engraving were taught; 16 students were in attendance. The expenditure on the evening classes, Rs. 305, was met from fees. This institution is not inspected, and the students do not appear in public examinations; but it is understood to be serving a useful purpose.

70. *Railway Technical School, Lahore.*—At the close of the school-year there were 340 students on the rolls, against 339 last year. The majority of scholars (240) are Muhammadans, and their number is increasing. Most of the students belong to the artisan class, who pay no tuition fees, but the non-artisans paid Rs. 265-12-0 as fees.

The expenditure amounted to Rs. 9,688, or Rs. 1,175 more than last year. Almost all was met from Provincial revenues. All the students, infants excepted, learn drawing; 262 are in the carpentry class; and 78, against 53 last year, learn metal-work. The results of the various examinations were satisfactory.

The school buildings have been improved and enlarged, and a good deal of new and suitable furniture and apparatus has been supplied, while the Railway has presented the school with some more pieces of discarded machinery for the use

of the Middle department students. At a meeting of the committee of superintendence it was decided to strengthen the connection of the School with the Railway by inviting Railway representatives to inspect it.

Of 56 students who left the school during the year, 16 joined the Mayo School of Art, 6 went to ordinary public schools, and a number secured work in the Railway workshops or elsewhere in the city.

The classes for the blind continue to work under the supervision of the head master of this institution Eleven students were on the rolls at the close of the school-year. They learn Urdu, reading, writing and arithmetic according to the Braille system; no handicraft has as yet been introduced, although this addition is much needed. The expenditure was Rs. 1,053, all from Provincial funds.

71. *Municipal Board Industrial School, Amritsar.*—As an industrial school, this stands second in importance to the Railway Technical School. The number of pupils rose from 191 to 207, most of whom were Muhammadans. The expenditure was Rs. 3,431, of which Rs. 177 was met from fees. The Municipal Committee has done little to improve the School, and the Inspector thinks that it "continues rather to feed the Mayo School of Art and produce clerks than to serve as an industrial school for Amritsar."

72. *Other Industrial Schools.*—Similar industrial schools, though on a smaller scale, are maintained by the Delhi municipality and by the District Boards of Hissar, Gurgaon, Ludhiana, Jhang (two) and Muzaffargarh. Carpentry and drawing are taught in all; weaving is also taught in Hissar. The instruction is usually free, and food is also sometimes provided. The Arya orphanages at Ferozepore and Bhiwani, the Islamia orphanage at Lahore, the Mission Industrial School at Gurgaon, and the Christian orphanage at Gujranwala, are institutions of the same kind, except that shoe-making, tailoring, and other industries are added. At Gujranwala the boys wear clothes and shoes of their own making. At Clarkabad, Narowal and elsewhere the training given by the Missionaries is partially industrial. Industrialtraining in girls' schools is chiefly confined to needlework. Industrial schools have been suggested for Rawalpindi and Sialkot and for the Kangra district.

73. *Commercial Education.*—Experimental Clerical and Commercial classes are attached to the Government High Schools at Delhi, Sialkot, Ludhiana and elsewhere. The object of the classes is to enable boys to specialize after the middle stage of school education, with a view to obtaining employment in offices. Short-hand, book-keeping and commercial correspondence take the place of history, mathematics and a classical language. The experiment has not proved a success as yet. The classes are thinly attended, the brightest pupils do not take up the course, and the teaching is somewhat unpractical. It is also doubtful whether success in the Clerical and Commercial examination, which is conducted by the University, carries much weight with employers, who are apt to disbelieve in the practical value of technical accomplishments which have been acquired at school.

74. *The Government Clerical and Commercial School, Amritsar,* is a separate institution following the same lines. The number in attendance has fallen from 38 to 29. The expenditure on the school was Rs. 6,696, of which fees contributed Rs. 1,066. The Inspector thinks that "there is nothing to justify the maintenance of the school, so constituted, as a separate institution, except the fact that it relieves slightly the congestion in the High schools of Amritsar." He adds—"I have not found in the pupils any of the special excellences for which a clerical and commercial school should stand." A school in which the education of each pupil costs the State Rs. 230 should produce more tangible benefit than this, and the continuance of it in its present form will be a question for consideration.

75. *The Evening Classes for Men and Women, Lahore,* are mainly for instruction of the same character, short-hand, type-writing, book-keeping, &c., being taught, in addition to drawing. These classes have been placed under the

management of the Young Men's Christian Association and Young Women's Christian Association during the year. The number of students on the rolls in the classes for men was 133, the majority of whom were Hindus; the expenditure was Rs. 7,027, of which Rs. 757 were paid as fees.

Chapter VIII.—Female Education (Indians).

76. *Number of schools and scholars.*—The total number of schools has increased from 561 to 607, or over 8 per cent. This increase may be considered satisfactory; it would probably have been greater but for the unprecedented severity of the plague in 1907. The new schools are mostly District Board schools. The increase is in all Circles except Rawalpindi, which has a decrease of 10 Primary schools; this Circle had had an exceptional increase in the previous years, and the decline is probably merely the result of the closing of some prematurely opened schools. The number of scholars increased from 21,769 to 23,588.

77. *Secondary Schools.*—The number of Secondary schools is 21. There are two High schools, the Kinnaird School at Lahore, and the Alexandra School at Amritsar, both aided mission institutions, intended primarily for Christians, though the Kinnaird School now contains 35 non-Christians out of a total of 143. The Middle schools include seven schools maintained by District and Municipal Boards, seven Mission schools, and four schools maintained by the Arya Samaj, Dev Samaj, and Brahmo Samaj. Rawalpindi and Ludhiana are raising their Municipal Board schools to the Middle grade. All the large towns will then be provided with Vernacular Middle schools with the notable exception of Delhi, which has no Secondary school except for Christians.

78. *Comparison of districts.*—The Amritsar district stands first with 2,744 girls in school; next comes Lahore with 2,421; and Rawalpindi with 2,238. Sialkot, Gujranwala, Jullundur and Shahpur have between one and two thousand. Montgomery, Lyallpur and Simla stand lowest, with less than 200. Speaking generally, female education flourishes most in the central districts of the Punjab proper, being confined in the western districts to the Hindus of the larger towns, while it has little hold on the southern and eastern districts.

79. *Expenditure.*—The total expenditure on girls' schools (European and Native) rose from Rs. 3,15,481 to Rs. 3,78,086, which was distributed as follows:—

	Rs.
Government and Board schools	1,35,225
Aided	2,36,748
Unaided	6,113

There was a large increase in the number of scholarships.

80. *Results of Examinations.*—Five passed the Entrance against seven last year; all were from the Kinnaird High School. The number of candidates and passes by the Middle Standard examination for girls was much larger this year than it has ever been. There were 67 passes out of 83 candidates, against 49 out of 55 last year. Of these, 30 were Christians, 23 Hindus or Sikhs, and 14 Muhammadans, against 18 Christians, 25 Hindus or Sikhs, and 6 Muhammadans. The exceptional position of Hindus last year, when they formed half of the successful candidates, is thus not maintained. Forty-four took the examination in Urdu, *viz.*, all the Christians and Muhammadans; 14 in Nagri; and 9 in Gurmukhi.

81. *Instruction.*—The Inspectress writes—"Needlework, as far as is required for household use, the making and mending of the girls' own clothes, is very well taught in all Christian boarding schools; the partial adoption of European dress renders it necessary. Muhammadans also are generally good in fine needlework. Hindus value needlework little, except for ornament. In the great majority of the Primary schools, and of course in all schools under masters, the teacher's own knowledge of needlework is inadequate. For an improvement in this respect we must look to the Normal schools and Middle schools which supply teachers. In the Middle department the subject is apt to be neglected, because it is not a subject for the Middle Standard examination. It might tend to stimulate improvement if it were included among the optional subjects. With regard to special branches of needlework, either artistic work or industrial work done as a means of livelihood, a great deal more ought, I think, to be done. As I have said in previous reports, the beautiful *phulkari* work, special to the Punjab, is going out of fashion among the Hindus of the towns. The accuracy necessary for good *phulkari* work is in itself valuable educationally. Its place is being taken by various kinds of European work, none of which is executed with the neatness sufficient to make it valuable educationally, artistically, or as a means of livelihood. *Jali* embroidery is popular and done fairly well in most schools, especially Muhammadan schools. In Gujrat there is a *sozankari* school where the Peshawar embroidery is well taught.

The grant-in-aid rules only allow grants for industrial work to schools under the rules for Indigenous schools. Of these there are only three, all Christian boarding schools, which are making a serious effort at industrial work, with a view to giving the girls a means of livelihood. These are the Salamatpur Industrial School near Palwal, the S. P. G. Industrial School at Delhi and the American Mission School at Pasrur. These schools teach lace-making, shoe-embroidery, and other work as a means of livelihood. None of the other Christian boarding schools, which accommodate altogether nearly a thousand girls, teach any special form of higher needlework, and it seems that a great opportunity for encouraging remunerative and artistic industry is thereby lost. It is true that the grant-in-aid rules give no direct encouragement to it, but its value, both educationally and economically, should, it would seem, render Government assistance unnecessary.

Kindergarten and infant teaching on the Kindergarten method are growing in popularity. They are especially good in the two High schools. Clay modelling is learnt with surprising facility. The American Mission School at Gujranwala excels in this. The work done in the Normal School, Lahore, was very good.

Drawing is very good at the Victoria School, Lahore, where several of the teachers have taken Junior Drawing Masters' certificates. The subject is one for which the girls show remarkable taste and aptitude, and should help to improve any artistic needlework they may learn.

Domestic Economy remains one of the greatest needs of the Punjab and one most difficult to supply, since only boarding schools can teach it effectually. All the Christian boarding schools teach it practically, and also the Hindu boarding schools, of which there are only two or three. It is certain, however, that more enlightened ideas as to hygiene are filtering downwards, and there is an increased sense of the necessity to health of hygienic living. The teachers themselves need to have a more practical sense of it; there are few schools which are models of cleanliness, and the necessity for personal cleanliness of the children requires to be much more urgently enforced."

The Indraprastha Kanya Shikshalaya at Delhi is described by the Inspector as the best girls' school in the Delhi Circle. There is a strong staff, and drawing, kindergarten methods and physical drill are features of the curriculum.

82. *The Punjab Association.*—The promotion of female education is the main object of this Society, which receives an annual grant of Rs. 12,000 from Provincial funds, and a small grant from the Lahore municipality. The Association has in recent years virtually confined its energies to maintaining the Victoria School for Girls at Lahore with its branch schools, and the grant-in-aid has not

been fully utilised, the unspent balance being invested. The Victoria School had 382 girls on the rolls, mostly Hindus; and the branch schools 462. The instruction was favourably reported on by the Inspectress; drawing is taught, and some lessons in painting were given. Seven candidates were sent up for the Middle Standard examination, all of whom passed. The branch schools are not well taught or supervised.

83. *Zanana Classes.*—The instruction in such classes is almost entirely given by Mission Societies. The number of pupils under instruction is stated to be 1,042, of whom 299 were in Lahore and 172 in Ambala. Ludhiana and Gurgaon also had a large number.

84. *General remarks.*—There are many signs of progress. An increasing number of Christian girls are endeavouring to go beyond the Anglo-Vernacular High Standard, either joining the Forman Christian College, or the Women's College in Lucknow, or the Central Training College, and two have gone to England or America from the Punjab to complete their education. The strongest and most important movement at present is that of the educated Hindu and Muhammadan classes, more especially those who have been in England, for the higher education of their daughters. It is to be hoped that the opening of the Victoria May Anglo-Vernacular School, which has been under discussion for two years, may provide for the educated classes of all religions an Anglo-Vernacular education of the best kind. Primary education in Gurmukhi makes progress; new schools are opened, and the existing schools increase in numbers. In most of the large towns a very considerable proportion of Hindu little girls must (the Inspector says) be learning to read and write their mother-tongue. Muhammadan education has greater difficulties to contend with, since Urdu, which is taught in Muhammadan schools, is neither the mother-tongue nor the language of the religious books. The two great inducements which favour the learning of Gurmukhi are therefore wanting in Urdu schools, and these are usually thinly attended. A series of Gurmukhi Readers for girls' schools is in course of publication, which will supply the deficiency of moral and domestic instruction in the existing Readers. The Inspectors agree that popular prejudice against female education is lessening, and that the dearth of qualified teachers is now the chief obstacle to development. It is noted, however, that most of the Board schools are housed in rented buildings which are ill-ventilated and otherwise unsuitable, and that there is no provision for physical exercise.

Chapter IX.—Education of Europeans.

85. *Number and distribution of schools and scholars.*—The number of public schools for boys and girls was 31 against 33 in 1906-07, and the aggregate number of pupils attending them 2,285 against 2,339. The diminution in late years of the number of pupils is noticeable. The decrease in the number of schools is due to the amalgamation of the St. Joseph's and Loreto Schools, Simla, (Girls'), and to the closing of the Park School, Simla, (Boys'). Seven of the schools are exclusively for boys and seven for girls. The remaining 17 are mixed schools, classified as Boys' or Girls' according to the preponderance of one sex at the close of the year.

The only Government institutions are the schools for soldiers' children at Sanawar, which are maintained from Imperial funds. The corresponding institution at Murree is largely financed by the Provincial Government, and is under semi-official management. The remaining 27 are aided schools, mostly under the management of religious societies. There are also two private schools, which are said to have 22 pupils.

86. *Expenditure.*—The total expenditure on establishment and contingencies has risen from Rs. 2,57,406 to Rs. 2,85,022. Provincial revenues contributed Rs. 41,108 more than last year, but all other funds expended

less. The income from fees decreased by Rs. 8,016. The amount which each source contributed is as follows:—

	Rs.	Per cent.
Imperial revenues	223,49	or 7·8
Provincial revenues	1,25,484	or 44·0
Fees	87,480	or 30·7
Other sources	49,709	or 17·4

At the close of the year 79 Government scholarships were current against 82 last year, 39 being held in Boys' and 40 in Girls' schools. The total expenditure incurred on these has fallen from Rs. 8,568 to Rs. 5,728.

87. *Examinations.*—The results of the High and Middle school examinations show no noteworthy variation from those of last year.

88. *Industrial and Technical Training.*—In the Lawrence Military Asylum, Sanawar, 138 pupils learn instrumental music, and carpentry is taught to 100 boys. Owing to the poor pay and prospects offered by the Telegraph Department, the Telegraph training class was closed last September. The girls are taught cooking, making and mending clothes, and the use of knitting and sewing machines, as well as other domestic duties. In the Lawrence Memorial School, Murree, the boys take part in the domestic work and learn elementary carpentry, while a few take up type-writing; and in the Mayo School, Simla, the girls are taught useful work, such as cooking, type-writing, etc. In the Cathedral Orphanages, Lahore, short-hand, type-writing and carpentry are taught to the boys, and needlework, machine stocking-knitting and type-writing to girls.

89. *Lawrence Military Asylum, Sanawar.*—The number on the rolls at the end of the school-year was 509 (290 boys and 219 girls) against 496, or 13 more than last year. The examination results were, as usual, good; all the boys passed in the High school examination and 73 per cent. in the Middle, while the Girls' school had a very satisfactory result in the Middle school examination, all the three candidates passing. The school is understaffed at present.

90. *Lawrence Memorial School, Murree.*—The total enrolment at the end of December, 1907, was 185, or 8 more than last year, the Girls' school claiming three-fourths of this increase. The results of the last High school examination were, as before, very good, all the candidates passing from both the Boys' and Girls' schools, while in the Middle school examination, although the number of candidates fell by four, the percentage of passes rose from 50 per cent. to 75 per cent.

91. *Bishop Cotton School, Simla,* is steadily improving under its new staff, but an additional master is needed. The numbers have increased almost up to the limit of the accommodation. The financial difficulty, however, has not yet been overcome. *Auckland House, Simla,* has an almost entirely new staff. The school is still hampered by a debt, and solvency will not be attainable without strict economy. The *Boys' High School, Lahore,* is in similar difficulty, and has not succeeded in retaining a competent staff. *St. Anthony's High School, Lahore,* keeps up its numbers, but needs a stronger staff. The *Convent Schools* are generally flourishing, and are well staffed. The *Cathedral Girls' School, Lahore,* is the best school in the plains, and it maintains its numbers and reputation.

92. *Curriculum.*—A definite course of English literature has been fixed from standard V upwards, and geometry has replaced euclid and mensuration. Urdu has been taken up in certain girls' schools with great success, and promises to become a popular subject in these schools. In boys' schools it is compulsory, but is generally a badly-taught subject, as the munshis obtainable are poor teachers. Science teaching will, it is hoped, make before long a real start at Bishop Cotton School; but up to the present the want of fittings has prevented practical work being commenced. Latin is unpopular, and is badly taught, except in Bishop Cotton School.

93. *General remarks.*—The expenditure on these schools, especially from Provincial revenues, has risen considerably during the past few years; but it is to be feared that so long as the present policy of attempting to bolster up a number of thinly-attended schools continues, the results will be incommensurate with the cost incurred. The Government of India grant of Rs. 27,000, supplemented by special maintenance grants from Provincial funds, and large sums spent on buildings, have together failed to suffice for the needs. It seems clear that the only solution of the problem, if there is not to be an increasing and indefinite drain of public money, lies in restricting the number of aided schools by amalgamation wherever this is possible. Such amalgamation has already been proposed in the case of the Lahore schools. The institution of the training classes at Simla and Sanawar is expected to be of great help in staffing the schools, and the Inspector thinks that the higher qualifications of the teachers already available have raised the standard of education.

Chapter X.—Education of Muhammadans.

94. *Number.*—The number of Muhammadan boys in public institutions was 87,168, compared with 85,317 in 1906-07, showing an increase of 1,851; that of Hindus was 101,529, being 4,193 in excess of the previous year; and that of Sikhs 24,936, or 845 more than last year. The increase in Muhammadan attendance was common to all classes of public institutions except the Medical College, the Normal Schools and other special institutions. The decrease of 17 in the Normal Schools is regrettable in view of the great want of teachers; but 18 more Muhammadans joined the Central Training College. There was a preponderance of Muhammadans over Hindus and Sikhs combined in the Oriental College, the Mayo School of Art, and in Industrial Schools generally. In private schools also the attendance of Muhammadans, 31,238, exceeded the number of Hindu and Sikh scholars combined by 14,904; but in such institutions the attendance is gradually declining. Among Muhammadan boys 10·1 per cent. of those of school-going age attended public institutions of all kinds, compared with 15·8 for Hindus and 19·4 for Sikhs.

Six thousand eight hundred and ninety-two Muhammadan girls attended public institutions, this being an increase of 492 on the previous year's record; Hindus increased to 12,299, or 1,478 more than in 1906-07, and Sikhs decreased to 3,881, or 30 less than in the preceding year. Here also there was a falling-off (19) in attendance at Training schools; but, on the other hand, Medical schools attracted 10 additional scholars. The attendance of Muhammadan girls at private schools decreased from 9,553 to 7,336.

95. *Results of Examinations.*—The total number of candidates who appeared at the University, School and Special examination swas 23,802, of whom 17,721 passed. Of the latter:—

5,577 were Muhammadans;

2,462 were Sikhs;

9,356 were Hindus.

The percentage of successes was 31·5, 13·9 and 52·7, respectively. Four Muhammadans took the M. A. degree, one the M. Sc., 23 the B. A., one the B. O. L., two the B. T., 53 passed the Intermediate, 311 (one a girl) the Entrance and 4 the Clerical and Commercial. In school examinations 396 boys and 14 girls passed the Vernacular Middle test; 4,365 boys and 109 girls the Upper Primary; and 294 girls the Lower Primary. On the whole these results differ little from those of last year.

96. *Progress in Circles.*—In the Delhi Circle 34 Victoria scholarships were held by Muhammadan pupils, in addition to 39 special scholarships and stipends awarded in the Anglo-Arabic High School, Delhi. The Circle is well provided with institutions intended for the benefit of Muhammadans. In Delhi itself there is the Anglo-Arabic High School and its branches maintained from the Nawab Itmad-ud-Daula Fund. It had 221 on its rolls, and was brought on to the grant-in-aid list during the year; there were 136 on the rolls of the

branch schools. This institution has received a special grant recently, and the buildings and equipment are being improved. The Shahzada High School, also in Delhi, which is intended for the members of the Mughal family, was removed from the list of aided schools during the year, owing to its continued deterioration. The Mazhar-ul-Islam Anglo-Vernacular Primary School, with two branches in the city and others at Mahrauli and Balabgarh, has a total of 287 students, all Muhammadans. The building, situation, equipment and staff of this school are all unsatisfactory. In addition, there are 17 aided indigenous schools which are intended principally for this community. The Inspector considers that Muhammadan education has made satisfactory progress, especially the education of girls.

97. In the Jullundur Circle, as elsewhere, Victoria scholarships were awarded and fee concessions made. The fall in private schools is said to be due to scarcity and plague; but notwithstanding this, the Inspector thinks that there are signs of Muhammadan progress. Two new indigenous schools for girls were opened in the Jullundur district, and the special institutions at Ludhiana and Hoshiarpur continued to exist.

98. The Amritsar Circle has two distinctively Muhammadan High Schools—the Talim-ul-Islam School at Qadian and the Muhammadan Anglo-Oriental School at Amritsar—both of which are well equipped and well managed. The Inspector says :—"In both schools I have noticed the influence of school patriotism upon the tone and manners of the boys, a motive which also partly explains the victory of the Qadian school in football and of the Amritsar school in cricket in the Circle tournament. It is *esprit de corps* which enables these schools to provide an education, moral and physical, as well as intellectual." Out of 169 scholarships 65 went to Muhammadans.

99. In the Lahore Circle 14 out of 38 Middle School scholarships, awarded by open competition, were won by Muhammadans, and 4 out of 18 High School scholarships. The Inspector thinks that the decrease in the number of Victoria High School scholarships has had an unhealthy effect on the high education of Muhammadans. But Islamia societies are promoting the cause of education among their co-religionists, by maintaining schools and orphanages and providing funds for scholarships and prizes. The special Muhammadan institutions are the Islamia College and High School at Lahore, with the Hamidia Advanced Arabic College and branches. The High School has been brought on the grant-in-aid list, and is making good progress. There are also Islamia Primary Schools at Kasur and Dipalpur. The District Board Girls' Schools at Patti and Ichhra, Lahore district, are attended by Muhammadans only, and in several District Board Primary Schools of the Lahore and Montgomery districts about three-fourths of the students are Muhammadans. The prominent position taken by Muhammadans in school games and athletics generally is noticed by the Inspector. In the last Circle tournament for High schools, the Islamia School won the Alexander Belt and the Khalifa Imad-ud-din Shield for cricket, as also the silver cup for gymnastics. Altogether the prospects of Muhammadan education in this Circle are hopeful.

100. The Inspector of the Rawalpindi Circle deplores the general apathy which prevails among Muhammadans. "The Muhammadan population preponderates in this Circle", it is remarked, "but it is regretted that while the other two communities (Hindu and Sikh), which are less numerous, have displayed several indications of their active and lively interest in the cause of education of their people, the Muhammadans continue to show nothing beyond two schools, which too are not efficiently managed." The institutions referred to are the Anglo-Vernacular Middle School at Gujranwala, with 160 students, and a High School at Rawalpindi, with 206. The number of Muhammadan pupils in the Primary stages decreased by 2,559, due chiefly to the effects of plague. In the Secondary stages, on the other hand, the percentage of increase among this community was larger than among Hindus and Sikhs. The low percentage of boys of school-going age in such schools is attributed to want of means rather than to apathy. The bulk of the Muhammadan population live in villages, and cannot

afford to send their sons to the towns where Anglo-Vernacular Schools are situated. It is satisfactory to find that the Normal School in this Circle contains a number of Muhammadans.

101. In the Multan Circle the number of Victoria scholarships rose from 34 to 47, and of 97 other scholarships open to competition Muhammadans gained 51. The rules for the award of the Kaure Khan close scholarships were revised during the year by the Muzaffargarh District Board, a revision which will benefit the agricultural tribes—almost wholly Muhammadan. The number of schools attended exclusively by Muhammadans rose from 21 to 29; in 53 Indigenous and Zamindari schools (against 38 in 1906-07) at least 75 per cent. of the pupils were of that class; and the Board Urdu Girls' schools rose from 20 to 25. But the percentage of boys of school-going age in the case of Muhammadans is only 10·5, as compared with 48·7 for Hindus. The leaders of the community in this Circle take an active interest in education, and the Inspector thinks that Muhammadan education is steadily making headway.

Chapter XI.—Education of Native Chiefs and Nobles.

102. *The Aitchison College.*—The annual report of this institution is submitted to the Government of India. At the end of the year 1906-07 there were 83 names on the College rolls, of whom 10 left. There have been 13 entries, making an increase of 3 in the total numbers. Of the 86 boys, whose names are on the books, four, while residing in the Aitchison College, receive instruction at the Government College. The average age of the boys who entered during the year was low (11 years and 4 months), and the Principal thinks it is being more fully realized by parents and guardians that the advantages which the College has to offer are minimised if a boy is sent at an age when mental and moral habits are already formed. The average daily attendance for 1907-08 is 69·6. This is a satisfactory improvement on last year's record, 62. Cases of overstayal of leave have been rare.

103. *Post-diploma class.*—Three boys joined the post-diploma class which was instituted at the beginning of the year. The object of the formation of this class, which only necessitates one year's reading, is to provide an occupation for boys who wish to read somewhat further than the diploma course. It not infrequently happens (the Principal says) that a boy after taking his diploma finds himself without any definite work; he may be waiting to obtain Government service or he may not be considered of ripe enough years to manage his own affairs; in either case there occurs a break which may have a deteriorating effect on the boy, both mentally and morally. Partly in the hope of mitigating the danger of this evil by offering occupation for another year, and partly in the hope of inducing boys who have not got their diploma to go on reading for reading's sake, provisional sanction was obtained to the institution of the class. The reading of the class has been very varied and wide in its range, and the Principal thinks that the experiment has proved a success. The question of establishing a three years' post-diploma course, terminating in an examination of a value equivalent to that of the B. A. degree, is under discussion; but with the present staff of the College the difficulties in the way of providing for the efficient conduct of such a course, without lowering the present standard of efficiency in the rest of the College, are very great. In the meantime, the present post-diploma class, though providing for only one year's reading, is of great service in the manner indicated.

104. *Inspection.*—Mr. E. Giles, C.I.E., officiating Director-General of Education in India, visited the College in 1907. His report was favourable. In order to improve the pronunciation of English in the lower forms, which had been criticised, it was arranged to obtain the services of an English lady as a teacher. As a result of another of Mr. Giles' recommendations, a College stable of four horses has been started. The horses are used for giving riding instruction and practice to such boys as are unable to afford the expense of keeping a horse.

105. *Miscellaneous.*—Improvement in the Science accommodation has been made. The Science room has been moved to a spacious room at the top of the College, and suitable tables for chemical and physical work have been provided. Ten candidates entered for the diploma examination, and nine were successful. One student, Lalit Chand, a son of Thakur Mahan Chand, obtained a distinction in every subject, and was placed second of all the candidates for the Chiefs' College diploma. The health of the College has been good, and there have been no cases of serious illness. Discipline was satisfactory, and the usual energy was shown in games and athletic exercises. A College team went to Ajmere to compete with the Mayo College in cricket and other games.

106. *Education of gentlemen of rank.*—The statistics which have been compiled under this head, in accordance with the practice of past years, are not based on any consistent principle, and are consequently valueless. The expression "gentlemen of rank" is applied to the sons of chiefs, extra assistant commissioners, pleaders, jagirdars, zaildars, money-lenders, pensioners and miscellaneous officials, and the only inference which can be drawn regarding persons in such ranks of society is that they usually send their children to school.

Chapter XII.—Private Schools.

107. *Number.*—The statistics relating to private schools, *i.e.*, schools not recognised by the Department, are obtained through the agency of patwaris, and much reliance cannot be placed on their accuracy. The recorded number of such institutions shows a decrease of 398 schools and 6,750 scholars, but the numbers are subject to constant fluctuation, and Delhi and Multan were exceptions to the general decrease. Plague and scarcity are said to be partly accountable, and the popularity of public schools and the conversion of private into aided indigenous schools are other causes.

108. *Kinds.*—Private schools may be classed as of four kinds—(*a*) elementary schools teaching a vernacular, many of which are annually brought on the grant-in-aid list; (*b*) schools teaching religious books (chiefly the *Quran*) by rote; these are a very numerous class; (*c*) Mahajani schools which train children of the mercantile class for shopkeeping; and (*d*) advanced schools teaching Arabic, Persian and Sanskrit. In Multan the number of advanced schools has increased from 66 to 83, and some of them are said to enjoy a wide reputation.

109. Every effort is made to bring private schools under departmental influence. The provisions of the Code relating to the recognition and aid of Indigenous schools are sufficiently elastic; but the majority of the schools referred to in this chapter are so limited in scope as to be outside any scheme of general education.

Chapter XIII.—Education in Native States.

110. *Number.*—There are now five Arts colleges and 935 schools of various types in Native States. Of the schools, 301 are Primary and 576 are Indigenous (45 of which are advanced schools, teaching Arabic, Persian and Sanskrit). The number of scholars in attendance was 29,051, of whom 8,474 were at Indigenous schools. Compared with the preceding year, there was an increase of one Arts college, one Anglo-Vernacular Secondary school, thirty-three Primary schools, and the same number of elementary indigenous schools. There was an increase of 36 students in colleges, 704 in Secondary schools, 1,128 in Primary schools and 1,341 in indigenous schools. These figures indicate steady progress.

111. *Expenditure.*—The direct expenditure on institutions other than indigenous amounted to Rs. 2,67,776, an increase of Rs. 41,255 on that of the preceding year. The indirect expenditure on direction, inspection, and buildings, furniture and appliances, scholarships and miscellaneous, was Rs. 2,27,829.

112. *Examination results.*—Patiala and Kapurthala presented the largest number of candidates, Kapurthala obtaining the highest percentage of success both in school and college examinations. The other States sent up a few candidates for the Entrance examination, with only moderate success; from Bahawalpur 10 candidates attempted the University Intermediate examination, but only one passed.

113. *General remarks.*—Education is still backward in these States as compared with British territory, but some progress is being made. Several of the Secondary schools in Kapurthala, Nabha and other States were visited by the Circle Inspectors, whose reports point to the want of trained teachers and intelligent teaching as being the principal defect. This want is not likely to be remedied until the States take to sending their teachers to the provincial training institutions. The Inspector of the Lahore Circle reports that there is a general and growing desire for education in the Simla Hill States, which are gradually coming under the influence of the Department.

Chapter XIV.—Discipline and Moral Training.

114. *Moral Training.*—This subject was dealt with at length in the quinquennial report for the period ending 1906-07, and little can be said that is new. There is evidence from the reports of Inspectors that increasing attention is being paid to the physical and moral training of boys. One Inspector notes "a growing sense of honour and decency all round"; another that "a marked change for the better is observable in the discipline and organization of the schools open to inspection"; while a third observes "a slow but steady improvement in the general tone and discipline of the schools, with a rise in the number of trained teachers and the general spread of higher ideas about education." The Amritsar Inspector, however, observes—"My opinion, so far, is that in Government and Board schools the aggregate of forces that make for conduct do not amount to very much. The fact that few actual breaches of discipline are officially reported proves nothing." It can hardly be questioned that in denominational schools and colleges there are greater opportunities for moral training, if they are not used to foment racial and sectarian ill-feeling under the guise of religion; and discipline in such institutions should be easier to enforce, because based on reverence for the religious law. The Islamia schools have a good reputation in this respect, and in the Forman Christian College, Lahore, the students are encouraged to some form or other of social service, an example which might well be copied by other colleges. It is a regrettable fact that insidious attempts have been made to sow the seeds of anarchy and disorder in the schools and colleges. Hitherto such attempts have fortunately borne little fruit in the Punjab, and most head masters are alive to the danger of allowing schoolboys to be the dupes and tools of irresponsible political agitators. School education can at least form habits of regularity, industry and obedience: whether more can be done for the character of the pupils depends largely upon the influence and example of the individual teacher. The Delhi Inspector draws attention to the effect of surroundings on character, and it is certain that a dignified school building is not without its influence on conduct, and that ill-planned and insanitary buildings affect the morals as well as the health of the students. The need of good buildings is at present one of the greatest obstacles to sound education in this Province.

The behaviour of the pupils at inspections left little to be desired; but the Rawalpindi and Multan Inspectors, in referring to this, add significantly that the picture presented by a school of the lower grade on other occasions is entirely different: teachers and pupils relapse into their ordinary ways as soon as the inspecting officer takes his departure. Such criticisms, however, must not be taken to apply universally.

115. *Direct moral teaching.*—The direct teaching of moral truths is rendered possible by many of the lessons in the school reading-books, which have a bearing on morality. Hymns and moral poems are sometimes sung in schools, and mottos are displayed. The Lahore Inspector suggests following the Japanese method of inculcating morality by means of large wall pictures, on which lessons could be based. A "moral reader" is used in High schools as a text-book, but the value of such lessons entirely depends on the manner of the teaching and the personality of the teacher.

116. *Character of teachers.*—The standard of the teachers employed is considered to be gradually rising, and the head masters' and teachers' associations, which have been formed help to give teachers a sense of the responsibilities of their profession. But the comparatively low pay and status of the profession deter the best men from entering it, and the number of incompetent and discontented teachers is large. In the Delhi Circle a disagreement between the Head Master and Second Master of a Government High school led to a disturbance among the boys and necessitated the removal of both these officers, and in the same Circle a number of Board school teachers were dismissed or otherwise punished. It is satisfactory that such occurrences are rare in the case of Secondary schools.

117. *Physical training.*—Physical training is a part of the curriculum of all recognised schools. A number of drill instructors are employed in all the districts, and most of the High schools have their own instructors. *Desi kasrat*, which requires no apparatus, is generally practised: the teaching of gymnastic exercises on the bars is somewhat ineffective, and might well be discontinued in Primary schools. The Jullundur Inspector reports that most of the gymnastic apparatus is incomplete or out of order, and Mr. Wyatt, the Amritsar Inspector, pertinently remarks—"I cannot but think that gymnastic apparatus on which only two or three boys out of a class of forty exercise at one time is not worth the money, and that any system of physical culture which all practise together without apparatus is better. At present most Primary schools are provided with gymnastic apparatus, but all expert opinion repudiates set gymnastics for young children." Cricket and football are popular, hockey is being introduced, and native games are encouraged in the Primary and Middle schools. But teachers who interest themselves in the boys' games are rare, and the want of play-grounds is generally felt, especially for High schools situated in towns. Tournaments were held in all the Circles except Rawalpindi, under the supervision of the Inspectors. No untoward incident seems to have occurred except at Multan, where, the Inspector says, "there was excitement which exceeded due bounds," and the curious compromise of dividing a prize between three teams was resorted to. The Delhi and Lahore tournaments are reported to have been conspicuously successful, and to have been conducted in a sportsman-like spirit. At Delhi the trophies for cricket, hockey and athletics were won by the Government High School, Karnal, a success which was evidently due to the interest taken by the Head Master, M. Fazl Muhammad Khan, in the athletics of the school. No other Government school, except Mianwali and the Central Model School, Lahore, was to the fore in the Circle tournaments, which does not speak well for the enterprice of the staffs concerned.

Chapter XV.—Boarding-Houses.

118. *Number.*—There were 288 boarding-houses for boys or College students, with 12,769 inmates, as compared with 278 and 11,969 in the previous year. The majority of the Secondary schools have boarding quarters of some sort attached. Boarding-houses for girls are the same in number (31), but with fewer inmates. The number of boarders has increased in each Circle, and further increase is only checked by the limit of accommodation. The only boarding-houses attached to Primary schools are situated in the hill districts of Simla and Kangra, where village schools are few and far between.

119. *Expenditure.*—The expenditure on boarding-houses of all kinds amounted to Rs. 5,21,611, or about 9 per cent. of the total expenditure on education. This expenditure was distributed thus:—

	Rs.
Provincial funds	1,22,779
Local and Municipal funds	37,128
Subscriptions and endowments	1,74,155
Fees	1,87,549

The expenditure under the third head is misleading, as it includes the sum of Rs. 52,981 from Imperial funds on account of the Lawrence Military Asylum, Sanawar.

120. *General remarks.*—The best boarding-houses, as regards building, equipment and management, are those attached to Arts colleges, and the worst are those of the Vernacular Middle schools, where the accommodation is often cramped and insanitary. Little can be said for the moral and disciplinary effect of living in such quarters under supervision which is often nominal. The possible advantages of the system are well understood, however, and it may be hoped that, as funds permit, improvement will be gradually brought about. Besides the lack of accommodation, which is an urgent need in both Government and Board schools, there is a difficulty in obtaining the services of teachers as superintendents, owing to the inadequacy of the remuneration offered: lighting and ventilation often leave much to be desired, and the boarders use either the school class-rooms or their beds for study. These criticisms do not apply to many of the hostels maintained by religious societies, and those attached to the Government High schools are usually well furnished and fairly supervised. The erection of new and improved boarding-houses by private effort is a satisfactory feature of educational progress: such buildings have been recently provided at Lahore, Amritsar, Gujranwala and elsewhere. The accommodation hired for boarding-house purposes is, in most cases, unsuitable and inconvenient. A sum of Rs. 3,240 per annum is now being paid by Government for the housing of students belonging to the Government College and the Mayo School of Art, and the rents of buildings hired for sixteen Government High schools aggregate Rs. 6,144. The total represents the interest at 3½ per cent. on two-and-a-half lakhs, and it is worth consideration whether the time has not come for the expenditure of a lump sum on replacing makeshift hired quarters by roomy and convenient hostels.

Chapter XVI.—Preparation and Distribution of Text-Books.

121. *Text-Book Committee.*—The Text-Book Committee was reconstituted during the year. The General Committee met nine times, and the Sub-Committees had thirty-two meetings.

122. *Revision Committee.*—The Special Committee appointed in 1905 for the preparation of new text-books and the revision of old ones was dissolved at the close of January of the current year. The Committee took in hand forty-six text-books; ten of these have been printed, twenty-six manuscripts are ready for the press, and the remaining ten will be ready shortly. The works comprise twenty-eight reading-books, two series (ten volumes) for teaching classical languages, two manuals of arithmetic, one class-book in geography, and five clerical and commercial hand-books. One of the objects has been to produce well-graded and attractive reading-books in Urdu, Hindi and Gurmukhi on modern lines, suitable to the needs of town and country children, and of girls as well as boys. The superiority of the books to those now in use can only be proved by experience, and doubtless they will not escape criticism; but it is at any rate clear that much useful work has been attempted. The Government grant for the year was Rs. 13,000; at the close of the year there was a balance of Rs. 2,349 in hand.

123. *Finances of the Text-Book Committee.*—Following on the reconstitution of the Text-Book Committee an enquiry was instituted into the functions of this body, and the state of its finances. It was found that the work had fallen into arrears, and that there were many outstanding claims to be satisfied. An economy has been effected by retrenching the expenditure on the staff employed, and a secretary conversant with educational work has been appointed. It is hoped that simplification of method will lead to greater promptness in dealing with text-books. The balance at the close of the year, excluding a sum still due to the Text-Book Revision Committee, was Rs. 9,620. Rupees 4,616 were spent during the year in the purchase of books, charts and pictures for presentation to schools, and Rs. 3,311 as remuneration to authors and translators of text-books. The promotion of Vernacular literature, which is one of the objects of the Society, has been found a more difficult task than was at first anticipated, and little is done in this direction.

124. *Publication of Text-Books.*—The contract with Messrs. Rai Sahib M. Gulab Singh & Sons expired at the end of 1907, and the question of renewing it was referred to a special Sub-Committee, which met on several occasions. Great anxiety was evinced by other Lahore publishers to obtain a share of the new contract, but the Committee were averse to any change which might disperse responsibility and interfere with the regular supply of text-books to schools. Eventually the contract was extended on the same terms to the end of the current financial year, to allow time for further consideration. Among the works completed or published during the year under the direction of the Committee were Urdu translations of Dr. Caleb's "Eyesight in Schools," and Mr. Chattarji's Algebra, a Manual of Geography for Normal Schools, Gurmukhi Readers for Girls' Schools, and revised editions of Geographical Readers, Wall Maps, and Persian Readers. A large number of school text-books were reported on.

125. *Library.*—The Committee possesses a large library which is placed at the disposal of teachers, but which is not as much used as it might be. The attention of educational officers and managers of schools has been drawn to the advantages which the institution offers as a reading-room for teachers. Parcels of books are sent out periodically to Inspectors of Schools for the use of teachers at the Circle head-quarters.

J. C. GODLEY,

Offg. Director of Public Instruction, Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1907-08.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
Total Area in Square Miles	Number of Towns and Villages.	Population.	Institutions and Scholars.	*Collegiate Education.*		*School Education, General.*		*School Education, Special.*					Grand Total.	Percentage of
				Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions. For Males	10	3	291	3,343	5	21	3,673	208	2,510	6,391	Intitutions to number of towns and villages. 19·46
			Institutions. For Females	...	2	40	586	1	11	640	...	595	1,235	3·76
			Institutions. Total ...	10	5	331	3,929	6	32	4,313	208	3,105	7,626	23·22
	Towns ... 171	Males 10,942,705	Scholars. Males ...	1,725	572	67,220	146,290	365	2,420	218,592	4,215	43,958	266,765	Male scholars to male population of school-going age. 10·62
	Villages ... 32,663	Females 9,387,634	Scholars. Females ...	...	34	3,333	21,615	37	660	25,679	...	10,419	36,098	Female scholars to female population of school-going age. 2·56
	Total 32,834	Total 20,330,339	Scholars. Total ...	1,725	606	70,553	167,905	402	3,083	244,271	4,215	54,377	302,863	9·93

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8
1. *Institutions* { For Males	Rs. 2,88,144	Rs. 1,85,181	Rs. 13,54,948	Rs. 7,31,694	Rs. 69,603	Rs. 1,86,220	Rs. 28,15,790
{ For Females ...	...	18,172	2,30,161	1,47,925	13,306	14,090	4,23,654
Total ...	2,88,144	2,03,353	15,85,109	8,79,619	82,909	2,00,310	32,39,444
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	5·20	7·80	22·87	1·50	3·99	5·91	47·27
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·03	·33	11·28	54·05	...	·47	66·16
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·89	1·65	42·03	29·56	...	2·89	77·02
(*d*).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	5·11	3·61	28·13	15·61	1·47	3·55	57·48
3. Average Annual Cost of educating each Pupil in—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues.	233 14 10	348 7 9	22 0 7	9 1 3	194 2 7	78 13 9	43 7 0
Cost to Local and Municipal Funds.	...	19 6 3	0 12 10	...	...	...	1 1 9
Total Cost ...	315 13 3	395 4 9	41 2 6	12 6 8	194 2 7	109 8 0	63 13 1
Local Fund Schools. Cost to Provincial Revenues.	...	...	...	0 0 6	...	...	0 0 5
Cost to Local Funds ...	...	...	5 5 6	5 6 5	...	16 0 4	5 6 8
Total Cost ...	...	...	9 6 5	5 14 7	...	17 2 10	6 6 7
Municipal Schools. Cost to Provincial Revenues.	...	...	0 1 2	0 4 11	...	...	0 2 9
Cost to Municipal Funds	...	...	4 9 7	6 2 6	...	17 7 2	5 5 9
Total Cost ...	...	...	12 10 11	7 10 1	...	18 4 0	10 11 1
Aided Institutions. Cost to Provincial Revenues.	41 10 2	362 5 6	11 1 8	0 5 8	...	2 14 1	4 11 6
Cost to Local and Municipal Funds.	3 4 2	...	2 9 0	2 4 11	...	8 6 1	2 7 5
Total Cost ...	165 11 1	567 14 0	34 4 11	4 8 6	...	30 15 7	17 2 6
Unaided Institutions—Total Cost ...	91 14 8	126 6 7	17 4 2	4 3 2	...	103 11 3	17 14 10
All Institutions. Cost to Provincial Revenues.	61 8 11	280 8 4	6 15 3	0 3 2	194 2 7	46 1 11	4 5 1
Cost to Local and Municipal Funds.	1 9 10	14 7 10	3 9 6	4 9 2	...	5 0 7	4 4 6
Total Cost ...	164 1 5	351 13 2	23 3 1	5 11 8	194 2 7	75 2 7	14 4 2

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1907-08.

General Table IV).

Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,79,762	76,806	2,60,087	1,81,067	8,07,493	2,16,527	6,74,940	23,96,682	56,36,126
1,79,762	76,806	2,60,087	1,81,067	8,07,493	2,16,527	6,74,940	23,96,682	56,36,126
3·26	3·70	10·95	3·43	17·26	5·40	8·73	52·73	100
·01	...	2·53	5·11	17·45	5·19	3·55	33·84	100
...	...	1·25	4·89	6·11	2·42	8·31	22·98	100
3·19	1·36	4·61	3·21	14·33	3·84	11·98	42·52	100

EDUCATION—GENE

RETURN OF COLLEGES SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education. — ARTS COLLEGES.												
English	1	330	340	301	..	..	...	...	4	559	588	531
Oriental	...	...	...	...	...	...	...	...	1	94	98	83
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	223	236	231	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching for Males	1	195	196	182	...	...	...	...	...	...	...	...
,, Females	...	...	...	...	...	...	...	...	2	34	32	30
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	3	748	772	714	...	...	...	...	7	687	718	644
School Education, General. — SECONDARY SCHOOLS.												
For Boys — High Schools	32	12,561	12,011	10,030	6	1,892	1,914	1,599	39	12,066	11,771	9,912
For Boys — Middle Schools — English	1	247	223	189	53	11,931	11,173	9,086	27	3,795	3,728	3,135
For Boys — Middle Schools — Vernacular	...	...	...	...	111	18,411	18,026	14,441	...	...	...	...
For Girls — High Schools	2	297	271	260	...	...	...	...	9	703	721	661
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	12	731	669	597
For Girls — Middle Schools — Vernacular	...	...	...	...	7	555	560	429	8	997	951	744
Total	35	13,105	12,505	10,479	177	32,789	31,673	25,555	95	18,292	17,840	15,049
PRIMARY SCHOOLS.												
For Boys	13	1,500	1,391	1,154	2,463	110,779	100,588	83,228	740	28,955	27,612	23,536
For Girls	...	...	..	...	398	13,538	12,332	9,278	155	6,888	6,684	4,950
Total	13	1,500	1,391	1,154	2,861	124,317	112,920	92,506	895	35,843	34,296	28,486
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.												
Training Schools for Masters	5	365	374	361	...	...	...	...	...	...	...	...
,, ,, for Mistresses	1	37	53	42	...	...	...	...	...	...	...	...
Schools of Art	1	(a)291	287	244	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	214	215	212	...	...	...	...	3	120	90	89
Engineering and Surveying Schools	1	221	218	201	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	340	335	250	8	574	530	431	11	715	452	486
Commercial Schools	1	29	29	24	...	...	...	...	...	...	...	
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	
Reformatory Schools	1	92	77	74	...	...	...	...	...	...	...	
Other Schools	3	430	378	61	...	...	...	...	...	...	...	
Total	15	2,019	1,966	1,469	8	574	530	431	14	835	542	575
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	66	17,372	16,634	13,816	3,046	157,680	145,123	118,492	1,011	55,657	53,396	44,754

PRIVATE INSTITUTIONS

1. *Advanced Teaching—*
   (*a*). Arabic or Persian
   (*b*). Sanskrit
   (*c*). Any other Oriental Classic
2. *Elementary teaching a Vernacular only or mainly*
3. *Elementary teaching the Qurán, Shastras or other religious Books by rote*
4. *Other Schools not conforming to Departmental Standards*

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1907-08.

INSTITUTIONS.						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			REMARKS.
MANAGEMENT.									
Unaided.									
Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	English.	A Classical Language.	A Vernacular Language.	
14	15	16	17	18	19	20	21	22	
4	742	730	638	9	1,631	1,624	1,102	...	(a) CLASSIFICATION—
...	...	...	...	1	94	78	91	3	*I. The Elementary Department—*
									Section A.—Sixty students. All learn free-hand drawing from flat copies, elementary modelling in clay, brush outline, and blackboard drawing; 18 learn chip carving; 2 blacksmith's work; and 40 decorative painting.
1	154	114	110	1	154	121	...	33	
...	...	...	...	1	223	223	...	...	
...	..	...	...	...	...	...	...	...	
...	...	...	..	1	195	99	96	...	
...	...	...	...	2	34	31	...	29	
...	...	...	..	...	...	...	..	...	
									Section B.—Sixty-two students. All learn advanced free-hand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay, and model drawing; 21 carving; 5 repoussé; 4 blacksmith's work; 31 decorative painting; and 1 modelling in clay.
5	896	841	748	15	2,331	2,176	1,289	65	
16	5,453	5,428	4,323	93	31,972	23,717	21,609	29,712	*II. The Industrial Department—*
6	864	845	682	87	16,837	8,593	7,646	16,649	Eighty-nine students. All learn architectural drawing, building construction, modelling in clay and casting in plaster, light and shade, perspective; 24 decorative drawing and design; 51 carving and joinery; 4 repoussé work; 5 blacksmith's work; and 5 modelling in clay.
...	...	...	...	111	18,411	...	8,651	18,693	
...	...	..	...	11	1,000	994	182	550	
1	41	44	36	13	772	629	3	836	
									III. The Draftsmen's Department—
1	9		8	16	1,561	31	116	1,602	Fifty-one students. All learn architectural design, building construction, estimating and surveying, modelling in clay and terra cotta work, applied design for building decoration; 21 joinery and carving; 29 painting and 1 repoussé work.
24	6,367	6,328	5,049	331	70,553	33,964	38,207	68,036	
									IV. Teachers' Department—
127	5,056	3,837	3,200	3,343	146,290	1,178	13,852	148,643	Twenty-nine students. All learn drawing to scale, model drawing, design, chart making, elementary perspective, and practical teaching in the Elementary department.
33	1,189	1,028	837	586	21,615	17	793	21,916	
160	2	4,865	4,037	3,929	167,905	1,195	14,645	170,559	
...	...	...	...	5	365	...	351	397	
...	...	...	..	1	37	...	3	37	
...	...	...	...	1	291	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	49	5	388	...	98	214	
1	54	54	...	1	221	..	...	..	
...	...	...	...	20	1,629	78	3	1,551	
...	...	...	...	1	29	26	...	19	
...	...	...	...	...	...	...	...	...	
...	...	...	...	1	92	...	...	91	
...	...	...	...	3	430	32	1	1	
...	...								
1	54	54	49	38	3,482	136	456	2,310	
190	13,562	12,089	9,883	4,313	244,271	37,471	54,597	240,970	
...	...	...	...	149	2,565	...	2,393	262	
...	...	...	...	59	1,650	...	1,527	123	
...	...	...	...	...	...	...	...	..	
...		For Boys ..		704	16,970	...	1,170	15,945	
...	...	For Girls ...		70	1,832	...	124	1,718	
		For Boys ...		1,795	26,261	...	24,165	1,210	
...	...	For Girls ...		500	6,573	...	6,174	141	
		For Boys ...		11	727	232	253	710	
...	...	For Girls ...		25	2,014	203	79	1,854	
		Total ...		3,313	58,592	435	35,885	21,963	
		GRAND TOTAL ...		7,626	302,863	37,906	90,482	262,933	

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1907-08.

	CLASS OF INSTITUTIONS.	CLASSIFICATION OF SCHLARS ON OTHE 31ST OF MARCH ACCORDING TO RACE OR CREED.									
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		23	24	25	26	27	28	29	30	31	32
Collegiate Education.	ARTS COLLEGES.										
	English	1	51	137	1,103	332	2	1	4	...	...
	Oriental	...	...	37	3	54	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law	...	1	10	109	34	...	...	...	...	...
	Medicine	5	8	50	132	28	...	...	...	12	...
	Engineering	...	...	...	...	...	...	...	...	...	...
	Teaching for Males	1	5	20	92	77	...	...	...	...	...
	,, Females	34	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...
	Total	41	65	254	1,439	525	2	1	4	12	...
School Education, General.	SECONDARY SCHOOLS.										
	For Boys ... High Schools	594	379	3,236	16,766	10,909	20	19	49	...	...
	For Boys ... Middle Schools ... English ...	252	299	1,793	9,282	5,163	...	4	44	71	...
	For Boys ... Middle Schools ... Vernacular...	...	14	2,640	9,444	6,292	...	...	21	2	...
	For Girls ... High Schools	801	161	1	13	11	...	13	...	...	71
	For Girls ... Middle Schools ... English ...	527	81	10	120	12	...	19	3	...	94
	For Girls ... Middle Schools ... Vernacular...	...	369	53	839	300	...	...	...	...	...
	Total	2,174	1,303	7,733	36,464	22,687	20	55	117	73	165
	PRIMARY SCHOOLS.										
	For Boys	60	1,626	14,245	66,122	62,973	46	2	1,216	574	...
	For Girls	...	377	1,945	12,698	6,538	16	...	41	...	47
	Total	60	2,003	16,190	78,820	69,511	62	2	1,257	574	47
School Education, Special.	SCHOOLS FOR SPECIAL INSTRUCTION.										
	Training Schools for Masters	...	...	77	144	144	...	...	...	...	...
	,, ,, for Mistresses	...	3	6	16	12	...	...	...	...	...
	Schools of Art	...	3	12	117	154	...	3	2	...	...
	Law Schools	...	..	...	...	...	...	...	...	...	...
	Medical Schools	4	34	46	139	165	...	...	...	...	...
	Engineering and Surveying Schools	...	1	24	152	43	1	...	...	...	...
	Technical and Industrial Schools	...	155	59	777	636	...	...	2	...	60
	Commercial Schools	...	...	11	12	6	...	...	...	...	...
	Agricultural Schools	...	..	...	...	...	...	...	...	...	...
	Reformatory Schools	...	1	6	27	43	...	...	15	...	...
	Other Schools	37	2	8	202	178	..	3	...	...	...
	Total	41	199	249	1,586	1,381	1	6	19	...	60
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,316	3,570	24,426	118,309	94,104	85	64	1,397	659	272
Private Institutions.	1. *Advanced Teaching*—										
	(a). Arabic or Persian	...	...	21	138	2,406	...	...	...	68	...
	(b). Sanskrit	..	...	1,150	500	. .	...	...	...	...	...
	(c). Any other Oriental Class	...	...	..	...	...	...	...	...	...	...
	2. *Elementary teaching a Vernacular only or mainly.* For Boys ...	...	388	1,573	11,749	3,096	5	...	159	262	...
	2. *Elementary teaching a Vernacular only or mainly.* For Girls ...	...	78	138	1,469	147	...	...	...	...	35
	3. *Elementary teaching the Qurán, Shastras or other religious Books by rote.* For Boys ...	..	...	541	127	25,585	...	...	8	3,164	...
	3. *Elementary teaching the Qurán, Shastras or other religious Books by rote.* For Girls ...	...	...	...	3	6,570	...	...	...	...	1,138
	4. *Other Schools not conforming to Departmental Standards.* For Boys ...	7	31	145	390	151	...	...	3	...	...
	4. *Other Schools not conforming to Departmental Standards.* For Girls ...	15	81	105	1,058	619	...	...	136	...	5
	Total	22	578	3,673	15,434	38,574	5	...	306	3,514	1,178
	GRAND TOTAL	2,338	4,148	28,099	133,743	132,678	90	64	1,703	4,173	1,450

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1907-08.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
COLLEGIATE EDUCATION—									
Arts Colleges—									
English	Male	1	51	137	1,103	332	2	1	4
	Female	...	...	...	...	...	...	...	...
Oriental	Male	...	...	37	3	54	...	...	...
	Female	...	...	...	...	...	...	...	...
Colleges for Professional Training—									
Law	Male	...	1	10	109	34	...	...	...
	Female	...	...	...	...	...	...	...	...
Medicine	Male	...	2	50	132	27	...	...	...
	Female	5	6	...	..	1	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching—For Boys	Male	1	5	20	92	77	...	...	...
	Female	...	...	...	...	...	...	...	...
Teaching—„ Girls	Male	...	...	...	...	...	...	...	...
	Female	34	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
	Total	41	65	254	1,439	525	2	1	4
SCHOOL EDUCATION—GENERAL—									
Secondary Schools—									
For Boys—									
High Schools	Male	594	379	3,236	16,766	10,909	20	19	49
	Female	...	...	...	...	...	...	...	...
Middle Schools—									
English	Male	197	284	1,793	9,282	5,182	...	4	44
	Female	55	15	...	...	1	...	...	...
Vernacular	Male	...	14	2,640	9,444	6,292	..	...	21
	Female	...	...	...	...	...	...	...	...
For Girls—									
High Schools	Male	68	3	...	...	...	...	...	...
	Female	733	158	1	13	11	...	13	...
Middle Schools—									
English	Male	87	...	2	...	...	...	5	...
	Female	440	81	8	120	12	...	14	3
Vernacular	Male	...	..	...	...	...	...	...	...
	Female	...	369	53	839	300	...	...	...
	Total	2,174	1,303	7,733	36,464	22,687	20	55	117
Primary Schools—									
For Boys	Male	37	1,543	14,217	65,951	62,708	46	1	1,213
	Female	23	83	28	171	265	...	1	3
For Girls	Male	...	..	...	15	32	...	...	...
	Female	...	377	1,945	12,683	6,506	16	...	41
	Total	60	2,003	16,190	78,820	69,511	62	2	1,257
SCHOOL EDUCATION—SPECIAL—									
Schools for Special Instruction—									
Training Schools.—For Boys	Male	...	...	77	144	144	...	...	...
	Female	...	...	...	...	...	...	...	...
Training Schools.—„ Girls	Male	...	...	...	...	...	...	...	...
	Female	...	3	6	16	12	...	...	...
Schools of Art	Male	...	3	12	117	154	...	3	2
	Female	...	...	..	...	...	...	...	...
Reformatory School	Male	...	1	6	27	43	...	...	15
	Female	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1907-08—*concluded.*

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
				Brahmans.	Non-Brahmans.				
SCHOOL EDUCATION—SPECIAL—*concluded.*									
Schools for Special Instruction—concluded.									
Commercial School	Male	...	...	11	12	6	...	...	...
	Female	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools. For Boys	Male	...	...	46	139	149	...	...	...
	Female	...	...	...	...	...	...	...	...
Medical Schools. „ Girls	Male	...	...	...	...	...	...	...	...
	Female	4	34	...	...	16	...	...	...
Engineering and Surveying Schools.	Male	...	1	24	152	43	1	...	...
	Female	...	...	...	...	...	...	...	...
Industrial Schools. For Boys	Male	...	71	42	311	633	...	...	2
	Female	...	...	...	...	...	...	...	...
Industrial Schools. „ Girls	Male	...	...	...	60	...	...	...	...
	Female	...	84	17	406	3	...	...	...
Other Schools. For Boys	Male	5	1	8	202	178	...	...	...
	Female	...	...	...	...	..	...	...	...
Other Schools. „ Girls	Male	...	...	...	...	...	...	...	...
	Female	32	1	...	...	...	...	3	...
Total		41	199	249	1,586	1,381	1	6	19
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,316	3,570	24,426	118,309	94,104	85	64	1,397
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*). Arabic or Persian	Male	...	...	21	138	2,338	...	...	...
	Female	...	...	...	...	68	...	...	...
(*b*). Sanskrit	Male	..	...	1,150	500	...	...	...	..
	Female	...	...	...	...	...	...	...	...
(*c*). Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male	...	262	1,573	11,634	3,055	5	...	159
	Female	...	126	...	115	41	...	...	...
For Girls	Male	...	15	..	20	...	...	...	...
	Female	...	63	138	1,449	147	...	...	...
3. ELEMENTARY TEACHING—THE QURÁN ONLY—									
For Boys	Male	...	...	539	127	22,423	...	...	8
	Female	...	..	2	...	3,162	...	...	...
For Girls	Male	...	...	...	...	1,138	...	...	...
	Female	...	...	...	3	5,432	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.									
For Boys	Male	7	31	145	390	151	...	...	3
	Female	...	...	...	...	...	...	...	...
For Girls	Male	5	...	...	...	...	...	...	...
	Female	10	81	105	1,058	619	...	...	136
TOTAL OF PRIVATE INSTITUTIONS		22	578	3,673	15,434	38,574	5	...	306
GRAND TOTAL		2,338	4,148	28,099	133,743	132,678	90	64	1,703

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1907-08.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																						
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*											*Hindu.*								
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Collegiate Education. — Teaching — Males ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Teaching — Females ...	...	...	...	...	2	34	32	30	...	...	...	...	2	34	31	...	29	34	...	...	...	...	...	...	...	...	...	
Total ...	...	...	...	...	2	34	32	30	...	...	...	...	2	34	31	...	29	34	...	...	...	...	...	...	...	...	...	
School Education, General. — SECONDARY SCHOOLS.																												
For Boys — High Schools	2	397	371	360	3	212	204	185	...	...	...	...	5	609	609	82	450	584	1	...	...	5	...	15	4	...	...	
For Boys — Middle Schools, English.	...	...	...	...	5	254	279	231	...	...	...	...	5	254	222	28	245	252	..	...	...	...	...	2	...	55	...	
For Girls — High Schools	2	297	271	260	7	510	539	501	...	..	...	...	9	807	801	83	361	800	7	...	..	...	...	...	..	...	71	
For Girls — Middle Schools, English.	...	...	...	...	10	553	513	459	...	...	..	...	10	553	553	3	591	527	...	4	...	...	..	19	3	...	94	
Total ...	4	694	642	620	25	1,529	1,535	1,376	...	...	...	...	29	2,223	2,185	196	1,647	2,163	8	4	...	5	..	36	7	55	165	
PRIMARY SCHOOLS.																												
For Boys	...	...	...	...	2	62	54	39	...	...	...	...	2	62	62	...	22	60	...	...	...	...	...	1	1	25	...	
For Girls	...	...	...	...	...	...	...	...	...	...	..	...	..	...	..	...	...	...	...	...	...	...	..	...	...	...	...	
Total ...	...	...	...	...	2	62	54	39	...	...	...	...	2	62	62	...	22	60	...	...	...	...	...	1	1	25	...	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	4	694	642	620	29	1,625	1,621	1,445	...	...	...	...	33	2,319	2,278	196	1,698	2,257	8	4	...	5	.	37	8	80	165	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standards ... For Boys ...													1	7	7	2	...	7	...	...	...	...	..	...	..	..	...	
For Girls ...													1	15	15	...		15	..	...	...	...	...	...	...	...	5	
TOTAL													2	22	22	2	...	22	...	...	...	...	...	...	...	...	5	
GRAND TOTAL													35	2,341	2,300	198	1,698	2,279	8	4	...	5	...	37	8	80	170	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English	79,535	...	...	26,876	...	971	1,07,382
Collegiate Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	...	...	...	...	...	...	...
Medicine	79,965	3,601	4,361	11,655	...	...	99,582
Engineering	...	...	...	...	...	...	...
Teaching — For Males	70,581	217	198	...	...	192	71,188
Teaching — „ Females	...	...	...	...	...	..	...
Agriculture	...	...	...	...	...	...	...
Total	2,30,081	3,818	4,559	38,531	..	1,163	2,78,152
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	2,66,248	87	10,002	1,90,666	2,081	(a) 15,396	4,84,480
For Boys — Middle Schools — English	2,963	...	...	1,462	...	...	4,425
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
For Girls — High Schools	6,398	...	...	7,445	1,600	(b) 10,321	25,764
For Girls — Middle Schools — English	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	..
Total	2,75,609	87	10,002	1,99,573	3,681	25,717	5,14,669
PRIMARY SCHOOLS.							
For Boys	12,627	...	...	3,340	141	1,166	17,274
For Girls	...	...	...	...	...	...	...
Total	12,627	...	...	3,340	141	1,166	17,274
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	69,603	...	...	...	...	...	69,603
Training Schools for Mistresses	13,306	...	...	...	...	...	13,306
Schools of Art	20,189	...	...	314	...	...	20,503
Law Schools	...	...	...	...	...	...	...
Medical Schools	17,090	...	...	3,375	...	...	20,465
Engineering and Surveying Schools	9,103	...	...	4,116	...	...	13,219
Technical and Industrial Schools	9,422	...	...	266	...	...	9,688
Commercial Schools	5,630	...	...	1,066	...	...	6,696
Agricultural Schools	...	...	...	...	...	...	...
Reformatory Schools	18,637	...	...	...	...	...	18,637
Other Schools	41,275	...	...	8,050	...	(b)29,991	79,316
Total	2,04,255	...	...	17,187	..	29,991	2,51,433
Buildings	1,14,488	...	...	...	...	...	1,14,488
Furniture and Apparatus (Special Grants only)	78,751	...	...	...	...	(c) 7,753	86,504
Total	1,93,239	...	...	...	...	7,753	2,00,992
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Reformatory Schools	...	...	...	...	...	..	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	..	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	9,15,811	3,905	14,561	2,58,631	3,822	65,790	12,62,520

(a) Includes Rs. 12,028
(b) From Imperial Re
(c) Includes Rs. 1,177

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1907-08.

INSTITUTIONS.

MANAGEMENT.	Managed by District or Municipal Boards.						UNDER PRIVATE MANAGEMENT. Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	...	...	...	...	...	...	...	16,275	275	1,875	38,463	...	34,009	90,897
	...	...	...	...	...	...	...	12,287	85	...	302	858	9,235	22,767
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	..	...	...	...	...	...	...
	...	...	...	...	...	...	...	11,595	...	...	2,846	3,731	...	18,172
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	40,157	360	1,875	41,611	4,589	43,244	1,31,836
	...	1,877	10,268	27,442	...	19	39,606	97,275	5,232	28,091	1,31,656	22,708	48,549	3,33,511
	...	23,381	38,423	87,406	366	2,009	1,50,185	29,860	7,810	2,951	28,152	8,026	21,787	89,566
	5	87,229	17,592	40,415	277	134	1,45,652	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	43,807	...	...	41,696	965	31,831	1,18,299
	...	...	...	...	...	...	...	26,316	..	216	8,670	1,950	10,426	47,578
	1,314	2,635	9,815	...	7	...	13,771	9,899	574	780	341	6,742	4,740	23,076
	1,319	1,15,722	74,098	1,55,263	650	2,162	3,49,214	1,98,157	13,616	32,038	2,10,515	40,391	1,17,313	6,12,030
	34	4,92,363	41,242	56,086	596	516	5,90,837	5,559	56,388	7,845	11,091	10,332	16,374	1,07,589
	6,317	63,023	26,293	15	41	1	95,690	6,551	8,605	6,308	235	12,257	13,839	47,795
	6,351	5,55,386	67,535	56,101	637	517	6,86,527	12,110	64,993	14,153	11,326	22,589	30,213	1,55,384
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	..	...	...	...	...	..
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	..	...	...	...	...	...	362	5	1,200	...	1,844	523	3,934
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	4,118	4,764	417	...	98	9,397	1,200	1,302	2,035	321	2,837	5,160	12,855
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	..	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	..	...	...	...	...	...	...	...	...	...	..	...	...
	..	4,118	4,764	417	...	98	9,397	1,562	1,307	3,235	321	4,681	5,683	16,789
	1,15,067	1,99,538	16,885	...	22,057	2,643	3,56,190	1,29,134	710	...	...	24,450	90,693	2,44,987
	...	59,553	6,712	...	7	257	66,529	33,467	...	...	...	7,156	14,049	54,672
	1,15,067	2,59,091	23,597	...	22,064	2,900	4,22,719	1,62,601	710	...	...	31,606	1,04,742	2,99,659
	...	...	...	...	...	...	...	...	...	...	...	...	...	...

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*				TOTAL	
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	25,585	12,766	(a)28,747	67,098	95,810	275
Collegiate Education. — Oriental	...	...	...	...	12,287	85
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	14,411	...	...	14,411	...	...
Collegiate Education. — Medicine	...	...	...	...	79,965	3,601
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching ... For Males	...	...	..	...	70,581	217
Collegiate Education. — Teaching ... „ Females	...	...	...	...	11,595	..
Collegiate Education. — Agriculture	...	...	...	...	...	...
Total	39,996	12,766	28,747	81,509	2,70,238	4,178
SECONDARY SCHOOLS.						
School Education, General. — For Boys — High Schools	50,139	15,185	30,577	95,901	3,63,523	7,196
School Education, General. — For Boys — Middle Schools — English	6,854	895	(b) 3,873	11,622	23,823	31,791
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	5	87,229
School Education, General. — For Girls — High Schools	...	...	...	...	50,205	...
School Education, General. — For Girls — Middle Schools — English	413	300	...	713	26,316	...
School Education, General. — For Girls — Middle Schools — Vernacular	..	960	...	960	11,213	3,209
Total	57,406	17,340	34,450	1,09,196	4,75,085	1,29,425
PRIMARY SCHOOLS.						
School Education, General. — For Boys	3,720	7,157	(c) 5,117	15,994	18,220	5,48,781
School Education, General. — For Girls	2	2,470	(d) 1,968	4,440	12,868	71,628
Total	3,722	9,627	7,085	20,434	31,088	6,20,409
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	69,603	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	13,200	...
School Education, Special. — Schools of Art	...	...	...	...	20,189	...
School Education, Special. — Law Schools	...	...	...	...	..	...
School Education, Special. — Medical Schools	...	...	5,600	5,600	17,452	5
School Education, Special. — Engineering and Surveying Schools	...	..	...	...	9,100	...
School Education, Special. — Technical and Industrial Schools	...	...	...	...	10,622	5,420
School Education, Special. — Commercial Schools	...	...	...	...	5,630	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	...	...	...	...	18,637	...
School Education, Special. — Other Schools	...	...	...	...	41,275	...
Total	...	...	5,600	5,600	2,05,817	5,425
Buildings	...	5,047	86,781	91,828	3,58,689	2,00,248
Furniture and Apparatus (Special Grants only)	...	2,542	6,280	8,822	1,12,218	59,553
Total	...	7,589	93,061	1,00,650	4,70,907	2,59,801
University	...	...	...	...	67,638	108
Direction	...	...	...	...	76,806	...
Inspection	...	...	...	...	2,27,554	29,084
Scholarships held in — Arts Colleges	...	...	...	...	16,270	909
Scholarships held in — Medical Colleges	...	...	...	...	10,150	110
Scholarships held in — Other Professional Colleges	...	...	...	...	1,641	...
Scholarships held in — Secondary Schools	...	...	...	...	13,702	47,115
Scholarships held in — Primary Schools	...	...	...	...	8,058	1,415
Scholarships held in — Medical Schools	...	...	...	...	17,627	1,017
Scholarships held in — Technical and Industrial Schools	...	...	...	...	3,458	2,115
Scholarships held in — Reformatory Schools	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	354	5,959
Boarding-houses	...	...	...	...	1,22,779	26,499
Miscellaneous	...	...	...	...	58,605	14,221
Total	...	...	...	...	6,24,642	1,28,552
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,01,124	47,322	1,68,943	3,17,389	20,77,777	11,47,790

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1907-08.

EXPENDITURE FROM					
		ALL OTHER SOURCES.			
			Public.		
Municipal Funds.	Fees.	Private.	Imperial Contributions.	GRAND TOTAL.	REMARKS.
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
2,475	90,924	75,803	...	2,65,377	(*a*) Includes Rs. 600 from Municipal Funds.
...	302	10,093	...	22,767	
...	14,411	...	...	14,411	
4,361	11,655	...	...	99,582	
...	...	...	...	...	
198	...	192	...	71,188	
...	2,846	3,731	...	18,172	
...	...	...	...	...	
7,034	1,20,138	89,909	...	4,91,497	
48,361	3,99,903	1,22,487	12,028	9,53,498	
39,465	1,23,874	36,845	...	2,55,798	(*b*) Includes Rs. 91 from Municipal Funds.
17,592	40,415	411	...	1,45,652	
...	49,141	34,396	10,321	1,44,063	
216	9,083	12,676	...	48,291	
10,595	341	12,449	...	37,807	
1,16,229	6,22,757	2,19,264	22,349	15,85,109	
49,087	74,237	41,369	...	7,31,604	(*c*) Includes Rs. 30 from District Funds.
32,678	252	30,499	...	1,47,925	(*d*) Includes Rs. 77 from Municipal Funds.
81,765	74,489	71,868	...	8,79,619	
...	...	...	...	69,603	
...	...	...	...	13,306	
...	314	...	...	20,503	
...	...	...	...	...	
1,200	3,375	7,967	...	29,999	
...	4,116	...	...	13,219	
6,799	1,004	8,095	...	31,940	
...	1,066	...	...	6,696	
...	...	...	...	...	
...	...	...	...	18,637	
...	8,050	...	29,991	79,316	
7,999	17,925	16,062	29,991	2,83,219	
16,885	...	2,31,671	...	8,07,493	
6,712	...	36,867	1,177	2,16,527	
23,597	...	2,68,538	1,177	10,24,020	
...	99,994	12,022	...	1,79,762	
...	...	...	...	76,806	
3,449	...	...	...	2,60,087	
1,729	...	16,578	..	35,486	
...	..	3,800	..	14,060	
...	...	1,857	...	3,498	
9,004	...	6,878	...	76,699	
19	...	263	...	9,755	
219	...	1,464	...	20,327	
911	..	1,665	...	8,149	
...	...	...	...	...	
1,645	...	5,135	...	13,093	
10,629	1,87,549	1,21,174	52,981	5,21,611	
12,339	...	51,435	16,729	1,53,329	
39,944	2,87,543	2,22,271	69,710	13,72,662	
2,76,568	11,22,852	8,87,912	1,23,227	56,36,126	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.			Under Public Management.							Under Private			
			Managed by Government.							*Aided by Government Municipal*			
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1			2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
Collegiate Education.	Teaching	Males	...	...	...	...	...	...	...	...	...	...	...
		Females	...	...	...	...	...	...	...	11,595	...	...	2,846
		Total	..	...	...	...	...	...	...	11,595	...	...	2,846
	SECONDARY SCHOOLS.												
School Education, General.	For Boys	High Schools ...	7,998	...	...	11,291	1,999	* 12,028	33,316	30,977	..	...	13,613
		Middle Schools, English.	...	...	...	...	...	...	...	14,305	...	...	7,095
	For Girls	High Schools ...	6,398	...	...	7,445	1,600	* 10,321	25,764	37,729	...	...	38,102
		Middle Schools, English.	...	...	...	...	...	...	...	24,826	...	...	8,670
		Total	14,396	...	...	18,736	3,599	22,349	59,080	1,07,837	...	...	67,480
	PRIMARY SCHOOLS.												
	For Boys		...	...	...	...	...	...	...	3,251	...	...	1,264
	For Girls		...	...	...	...	...	...	...	...	...	...	...
	Total		...	...	...	...	...	...	...	3,251	...	...	1,264
Buildings			...	...	...	...	...	...	...	1,20,937	...	...	...
Furniture and Apparatus (Special Grants only).			454	...	...	...	...	† 1,631	2,085	28,100	...	...	...
Total			454	...	...	...	...	1,631	2,085	1,49,037	...	...	...
Scholarships held in Secondary Schools...			...	...	...	..	...	...	...	...	...	...	...
Boarding-Houses			...	...	...	...	...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...	...	...	...	...
Total			...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.			14,850	...	...	18,736	3,599	23,980	61,165	2,71,720	...	...	71,590

* From Imperial Revenues.
† Includes Rs. 1,177 from Imperial Revenues.

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1907-08.

INSTITUTIONS.							TOTAL EXPENDITURE FROM						
MANAGEMENT.													
or by District or Boards.			*Unaided.*								*All other sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial Contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
3,731	...	18,172	...	...	...	...	11,595	...	...	2,846	3,731	...	18,172
3,731	...	18,172	...	...	...	...	11,595	...	...	2,846	3,731	...	18,172
802	3,165	48,557	...	...	...	...	38,975	...	...	24,904	5,966	12,028	81,873
720	7,749	29,869	...	...	...	...	14,305	...	...	7,095	8,469	...	29,869
965	25,244	1,02,040	...	...	...	...	44,127	...	...	45,547	27,809	10,321	1,27,804
956	6 250	40,702	...	...	...	...	24,826	...	...	8,670	7.206	..	40,702
3,443	42,408	2,21,168	...	...	...	...	1,22,233	...	...	86,216	49,450	22,349	2,80,248
...	259	4,774	...	...	...	...	3,251	...	...	1,264	259	...	4,774
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	259	4,774	...	...	...	...	3,251	...	...	1,264	259	...	4,774
3,386	72,502	1,96,825	...	...	...	...	1,20,937	...	...	...	75,888	...	1,96,825
168	5,279	33,547	...	...	...	...	28,554	...	...	...	5,901	1,177	35,632
3,554	77,781	2,30,372	...	...	...	...	1,49,491	...	...	...	81,789	1,177	2,32,457
...	...	...	...	...	...	...	5,477	...	...	...	251	...	5,728
...	...	...	...	...	...	...	69,048	...	...	1,23,604	31,004	52,981	2,76,637
...	...	...	...	...	...	...	18,486	...	...	...	47,525	16,729	82,740
...	..	...	...	..	...	...	93,011	...	...	1,23,604	78,780	69,710	3,65,105
10,728	1,20,448	4,74,486	...	...	...	...	3,79,581	...	...	2,13,930	2,14,009	93,236	9,00,756

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	33	12,808	2,201	...	2,201	3,912	...	3,912
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	14	2,523	99	...	99	1,026	...	1,026
		Vernacular	77	12,899	...	...	...	3,886	...	3,886
	Municipal	English	45	10,300	147	...	147	2,530	1	2,531
		Vernacular	34	5,512	...	..	...	1,565	...	1,565
	Aided ...	English	65	15,826	1,729	...	1,729	3,902	4	3,906
		Vernacular	1	35	35	...	35	...	...	...
	Unaided	English	22	6,317	1,112	...	1,112	1,968	...	1,968
		Vernacular	...	...	...	...	...	...	...	...
	Total		291	67,220	5,323	...	5,323	18,789	5	18,794
For Girls.	Government	English	2	297	...	11	11	...	101	101
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	2	97	...	...	...	...	14	14
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	5	458	...	...	...	...	75	75
	Aided ...	English	21	1,434	...	53	53	6	353	359
		Vernacular	8	997	...	...	...	...	138	138
	Unaided	English	1	41	...	...	...	...	13	13
		Vernacular	1	9	...	...	...	...	9	9
	Total		40	3,333	...	64	64	6	703	709
TOTAL SECONDARY SCHOOLS			331	70,553	5,323	64	5,387	18,795	708	19,503
PRIMARY SCHOOLS.										
For Boys.	Government		13	1,500	...	...	...	...	...	....
	District Board		2,377	103,350	...	...	...	...	...	...
	Municipal		86	7,429	...	...	...	...	...	...
	Aided		740	28,955	...	...	...	...	..	...
	Unaided		127	5,056	...	...	...	...	...	...
	Total		3,343	146,290	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		290	8,733	...	...	...	...	...	...
	Municipal		108	4,805	...	...	...	...	...	...
	Aided		155	6,888	...	...	...	...	...	...
	Unaided		33	1,189	...	...	...	...	..	...
	Total		586	21,615	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			3,929	167,905	...	...	...	...	...	...
GRAND TOTAL			4,260	238,458	5,323	64	5,387	18,795	708	19,503

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1907-08.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.
3,481	...	3,481	3,214	...	3,214	...	...	..	12,808	...	12,808
...	...	...	...	...	...	...	...	...	...	...	...
1,085	...	1,085	1,269	...	1,269	44	...	44	3,523	...	3,523
2,355	1	2,356	6,324	1	6,325	332	...	332	12,897	2	12,899
2,827	...	2,827	4,644	...	4,644	151	...	151	10,299	1	10,300
1,141	...	1,141	2,573	...	2,573	233	...	233	5,512	...	5,512
4,008	11	4,019	6,121	40	6,161	11	...	11	15,771	55	15,826
...	...	...	...	...	...	...	...	...	35	...	35
1,611	...	1,611	1,611	15	1,626	...	...	...	6,302	15	6,317
...	...	...	...	...	...	...	...	...	...	...	...
16,508	12	16,520	25,756	56	25,812	771	..	771	67,147	73	67,220
...	83	83	...	192	192	...	...	...	...	297	297
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	9	9	...	74	74	...	...	...	...	97	97
...	...	...	...	...	...	...	...	..	...	...	...
...	146	146	...	237	237	...	...	...	...	458	458
22	296	318	137	567	704	...	...	...	165	1,269	1,434
...	209	209	...	602	602	...	48	48	...	997	997
...	7	7	...	21	21	...	...	...	...	41	41
...	...	...	...	...	...	...	...	...	...	9	9
22	750	772	137	1,603	1,740	...	48	48	165	3,168	3,333
16,530	762	17,292	25,893	1,659	27,552	771	48	819	67,312	3,241	70,553
270	...	270	1,167	...	1,167	63	...	63	1,500	...	1,500
13,527	3	13,530	87,141	119	87,260	2,560	...	2,560	103,228	122	103,350
445	...	445	6,364	...	6,364	620	...	620	7,429	...	7,429
2,156	6	2,162	26,117	357	26,474	319	...	319	28,592	363	28,955
280	1	281	4,671	88	4,759	16	...	16	4,937	89	5,056
16,678	10	16,688	125,460	564	126,024	3,578	...	3,578	145,716	574	146,290
...	...	...	...	...	...	...	...	...	...	...	...
...	411	411	13	8,309	8,322	...	...	...	...	8,720	8,733
...	289	289	...	4,516	4,516	...	...	...	13	4,805	4,805
...	431	431	34	6,337	6,371	...	86	86	...	6,854	6,888
...	30	30	...	1,120	1,120	...	39	39	34	1,189	1,189
...	1,161	1,161	47	20,282	20,329	...	125	125	47	21,568	21,615
16,678	1,171	17,849	125,507	20,846	146,353	3,578	125	3,703	145,763	22,142	167,905
33,208	1,933	35,141	151,400	22,505	173,905	4,349	173	4,522	213,075	25,383	238,458

EDUCATION GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
			1		
			Boys.	Girls.	Total.
SECONDARY SCHOOLS.					
For Boys ... Government ... English	2	397	34	...	34
For Boys ... Aided ... English	8	466	18	...	18
For Boys ... Unaided ... English	..	...	...	...	...
For Boys ... Total ...	10	863	52	...	52
For Girls ... Government ... English	2	297	...	11	11
For Girls ... Aided ... English	17	1,063	...	38	38
For Girls ... Total ...	19	1,360	...	49	49
TOTAL SECONDARY SCHOOLS ...	29	2,223	52	49	101
PRIMARY SCHOOLS.					
For Boys ... Aided	2	62	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys ... Total ...	2	62	...	...	...
For Girls ... Aided	...	...	...	...	...
For Girls ... Total ...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...	2	62	...	...	...
GRAND TOTAL ..	31	2,285	52	49	101

RAL TABLE V (A).

OR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END

YEAR 1907-08.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys.	Girls.	Total.
133	...	133	88	...	88	142	...	142	397	...	397
134	4	138	98	11	109	161	40	201	411	55	466
...	...	...	...	..	...	...	...	...	...	...	...
267	4	271	186	11	197	303	40	343	808	55	863
...	101	101	...	83	83	...	102	102	...	297	297
6	289	295	22	209	231	137	362	499	165	898	1,063
6	390	396	22	292	314	137	464	601	165	1,195	1,360
273	394	667	208	303	511	440	504	944	973	1,250	2,223
...	...	...	6	5	11	31	20	51	37	25	62
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	6	5	11	31	20	51	37	25	62
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	6	5	11	31	20	51	37	25	62
273	394	667	214	308	522	471	524	995	1,010	1,275	2,285

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	3	2	6	14	15	2	11	42
2. Bachelor of Arts	1	3	4	8	52	110	107	42	311
3. Master of Science	1	...	...	1	4	...	...	...	4
4. B. Sc.	1	1	...	2	8	9	...	1	18
5. First B. A.	...	...	...	...	...	...	...	...	...
5. „ B. Sc. (Intermediate Science Faculty)	1	2	...	4	13	18	8	1	40
5. „ Arts	1	6	4	11	69	180	300	67	616
5. Previous Examination	...	...	...	...	...	...	...	...	...
Oriental Colleges.									
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1
2. Bachelor of Oriental Learning	...	1	...	1	...	2	...	...	2
3. First Arts Oriental Faculty	...	1	...	1	...	6	...	...	6
4. Honours in Sanskrit	...	1	...	1	...	8	...	18	26
4. „ „ Arabic	...	1	...	1	...	8	...	4	12
4. „ „ Persian	...	1	...	1	...	4	...	19	23
5. High Proficiency in Sanskrit	...	1	...	1	...	14	...	20	34
5. „ „ „ Arabic	...	1	...	1	...	5	...	2	7
5. „ „ „ Persian	...	1	...	1	...	8	...	5	13
5. „ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ „ Panjabi	...	1	...	1	...	1	...	6	7
6. Proficiency in Sanskrit	...	1	...	1	...	9	...	44	53
6. „ „ Arabic	...	...	...	...	...	...	...	8	8
6. „ „ Persian	...	1	...	1	...	2	...	8	10
6. „ „ Urdu	...	...	...	...	...	...	...	...	...
6. „ „ Panjabi	...	...	...	...	...	...	...	7	7
6. „ „ Hindi	...	...	...	...	...	...	...	2	2
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	1	...	1	...	46	...	40	86
3. Intermediate Examination in Law	...	1	...	1	...	2	...	3	5
4. Licentiate „ „	...	1	...	1	...	104	...	16	120
5. First Certificate „ „	...	1	...	1	...	90	...	53	143
6. Preliminary „ „	...	...	...	...	...	...	...	...	...
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	1	...	...	1	2	...	...	...	2
3. L. M. S.	1	...	...	1	37	...	...	...	37
4. First M. B.	1	...	...	1	8	...	...	...	8
4. First L. M. S.	1	...	...	1	66	...	...	...	66
5. Preliminary Scientific	1	...	...	1	74	...	...	...	74
6. Special Certificate Class Examination for Females	1	...	...	1	1	...	...	...	1
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching	1	1	...	2	185	14	...	31	(a)230
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation — For Boys	37	38	18	93	1,114	822	584	180	2,700
1. Matriculation — For Girls	...	1	...	1	...	5	...	...	5
2. High School Examination for Europeans. — For Boys	2	3	1	6	10	11	3	2	26
2. High School Examination for Europeans. — For Girls	1	7	...	8	4	22	...	1	27
3. Middle School Examination for Europeans. — For Boys	2	5	2	9	38	19	12	...	69
3. Middle School Examination for Europeans. — For Girls	2	10	...	12	17	40	...	...	57
4. Middle Vernacular Examination. — For Boys	110	...	...	110	1,544	...	...	49	1,593
4. Middle Vernacular Examination. — For Girls	5	9	...	14	30	49	...	5	84
5. Upper Primary Examination — For Boys	1,821	72	33	1,926	13,097	2,119	801	34	16,051
5. Upper Primary Examination — For Girls	121	41	1	163	350	190	3	14	557
6. Lower Primary Examination — For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination — For Girls	217	66	2	285	1,228	457	7	...	1,692
7. Public Service Certificate Examination. — English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. — Lower	5	...	...	5	419	...	...	39	458
2. Training School Examination for Mistresses. — Upper	2	5	...	7	11	14	...	2	27
2. Training School Examination for Mistresses. — Lower	1	2	...	3	14	7	...	2	23
3. School of Arts Examination	1	...	...	1	277	...	...	...	277
4. Vernacular Medical Examination	1	...	1	2	96	...	1	...	(c)97
5. Examination in Engineering and Surveying	1	...	1	2	141	...	25	6	172
6. Industrial School Examination	8	1	1	10	73	4	2	10	89
7. Commercial School Examination	5	1	1	7	51	4	2	9	66
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	70	...	...	...	70
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

(a). Includes 14 candidates for the B. T., 9 for the Clerical and Commercial Certificate Examination, and 8 female European candidates of St. Bede's College, Simla.

(b). Includes 11 passes in the B. T., 9 in the Clerical and Commercial Certificate Examination, and 3 female European candidates of St. Bede's College, Simla.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1907-08.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								REMARKS.
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
10	7	1	3	21	...	2	6	8	4	*1	...	..	* Jain
22	43	38	11	114	...	2	16	63	31	*2	.	...	* Jain.
3	...	...	...	3	...	...	...	2	1	...	...	...	
3	2	...	...	5	..	1	...	2	..	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
5	9	4	...	18	...	...	1	16		...	...	...	
34	82	138	22	276	3	3	30	184		*6	...	...	* Jain.
...	...	...	...	...	...	...	...	...	...	...	...	...	
	1	..	...	1	...	1	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	...	1	...	...	...	
...	2	...	...	2	...	...	...	...	2	...	...	...	
...	1	...	2	3	...	...	3	...	...	..	...	...	
...	5	...	1	6	...	...	...	..	6	...	...	...	
...	3	...	9	12	.	...	...	1	11	...	..	...	
...	5	...	8	13	...	...	13	...	...	...	...	...	
...	4	...	1	5	..	...	...	...	5	...	...	...	
...	6	...	5	11	...	...	...	1	10	...	..	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	
..	1	...	2	3	...	...	.	3	...	..	...	...	
7	...	...	27	34	...	...	32	2	...	...	...	...	
...	...	...	6	6	...	...	...	...	6	...	...	...	
...	2	...	8	10	...	...	...	1	9	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	3	3	...	...	...	3	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	
...	15	...	17	32	...	...	3	24	5	...	...	...	
...	1	...	3	4	...	...	1	1	2	..	...	...	
...	80	...	11	91	..	...	9	66	15	*1	...	...	* Jain.
...	55	..	32	87	...	..	14	53	19	*1	...	...	* Jain.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	
1	...	...	...	1	...	...	...	1	...	...	...	...	
21	...	...	...	21	1	...	9	11	...	...	...	...	
8	...	...	...	8	...	...	1	6	1	...	...	...	
52	...	...	...	52	...	...	16	26	10	...	...	...	
56	...	...	...	56	...	...	7	41	8	...	...	..	
1	...	...	...	1	...	1	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
168	8	...	19	(b)195	3	11	21	93	65	*2	...	...	* Jain.
...	...	...	...	...	...	...	...	...	...	...	...	...	
510	417	266	32	1,225	...	19	136	741	310	*18	...	1	* Jain.
...	5	...	...	5	...	4	...	...	1	...	...	...	
10	6	3	...	19	19	...	...	...	...	...	...	...	
1	18	...	1	20	20	...	...	...	...	...	...	...	
28	10	5	...	43	43	..	...	...	...	...	...	...	
11	31	...	...	42	42	...	...	..	...	..	...	..	
1,232	...	...	26	1,258	...	...	248	609	396	*5	...	...	* Jain.
23	41	..	2	66	...	30	4	18	14	...	...	...	
10,713	1,655	658	31	13,057	...	93	1,571	7,014	4,365	7	...	7	
256	123	3	9	391	...	44	20	218	109	...	...	...	
...	...	..	...	...	...	...	..	...	...	..	...	...	
905	331	6	...	1,242	...	73	77	797	294	...	...	1	
...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	
365	...	...	16	381	...	...	77	160	144	...	...	...	
7	8	...	1	16	...	8	...	3	5	...	...	...	
5	7	...	2	14	...	5	2	6	1	...	...	...	
262	.	...	...	262	...	3	14	13	128	...	3	1	
83	...	1	...	(d)84	...	2	19	44	19	...			
83	...	21	1	105	...	1	13	80	9	*2	...	...	
37	...	1	5	43	...	...	6	24	12	*1	...	...	* Jain.
20	...	1	4	25	...	...	4	16	4	*1	...	...	* Jain.
...	...	...	...	...	...	...	...	...	...	...	...	...	* Jain.
...	...	...	...	..	...	...	...	...	...	...	...	...	
50	...	...	...	50	...	...	1	17	32	...	...	...	
...	...	...	..	...	...	...	...	.	...	..	...	...	

(c). Includes 1 female candidate from Ludhiana Medical School for Women and 2 male students of the University Class for the Hospital Assistant Diploma.

(d). Includes 1 pass from the Ludhiana Medical School for Women.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private Persons or Associations.	Total District Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Collegiate Education. — ARTS COLLEGES.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	...	...	...	...	...	...	...	275	275
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	85	85
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.															
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	3,601	...	...	3,601
Engineering	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	..	217	...	...	217
Agriculture	...	.	...	...	...	...	...	.	...	...	...	...	...	...	...
Total	...	...	...	...	..	...	...	...	...	...	...	3,818	...	360	4,178
School Education, General. — SECONDARY SCHOOLS.															
For Boys. High Schools	... 2	573	600	496	...	1,077	500	10,418	...	4	12,599	87	200	5,232	7,196
For Boys. Middle Schools. English	... 12	2,950	2,785	2,236	...	8,368	...	24,492	90	2	32,952	..	15,613	7,810	31,791
For Boys. Middle Schools. Vernacular	77	12,899	12,555	10,032	5	73,005	1,641	27,556	262	124	1,02,593	...	14,224	...	87,229
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular	2	97	91	67	12	2,635	...	...	...	...	2,647	...	..	574	3,209
Total	... 93	16,519	16,031	12,831	17	85,085	2,141	62,466	352	130	1,50,791	87	30,037	13,616	1,29,425
PRIMARY SCHOOLS.															
For Boys	... ...	2,377	103,350	94,078	77,933	344	90,971	639	47,940	540	312	5,40,436	...	1,392	56,418	5,48,781
For Girls	... ...	290	8,733	8,008	5,912	2,950	60,236	181	15	41	1	63,424	...	2,787	8,605	71,628
Total	...	2,667	112,083	102,086	83,845	2,984	5,51,207	820	47,955	581	313	6,03,860	...	4,179	65,023	6,20,409
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.															
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Art	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	... ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...
Medical Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	5	5
Engineering and Surveying Schools.	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...
Technical and Industrial Schools.	6	285	257	213	...	4,118	...	199	...	98	4,415	...	...	1,302	5,420
Commercial Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	... ...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Other Schools	... ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...
Total	... 6	285	257	213	...	4,118	...	199	...	98	4,415	...	...	1,307	5,425
Buildings	... ...	...	...	..	...	1,07,551	1,94,817	...	...	22,057	2,643	3,27,068	...	4,721	710	2,00,248
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	...	59,553	...	...	...	...	59,553	...	...	...	59,553
Total	...	...	...	...	...	1,07,551	2,54,370	...	...	22,057	2,643	3,86,621	...	4,721	710	2,59,801
University	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108
Direction	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,084
Scholarships held in — Arts Colleges	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	909
Medical Colleges	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	110
Other Professional Colleges	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	47,115
Primary Schools	... ...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	1,415
Medical Schools	... ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,017
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,115
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,959
Miscellaneous	... ...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	40,720
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,28,552
GRAND TOTAL	... 2,766	128,887	118,374	96,889	1,10,552	8,95,380	2,961	1,10,620	22,990	3,184	11,45,687	3,905	38,937	81,016	11,47,790

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1907-08.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
In Institutions managed by Municipal Boards.											In Institutions managed by					
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	...	...	...	2,475	2,475	2,750	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	85	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	4,361	...	...	4,361	7,962	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	198	...	...	198	415	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	4,559	...	2,475	7,034	11,212	
4	1,319	1,314	1,103	...	8,768	200	17,024	..	15	27,007	10,002	360	28,001	48,361	55,557	
41	8,981	8,388	6,859	...	36,323	15,613	62,914	276	2,007	1,17,233	...	...	3,042	89,465	71,256	
34	5,512	5,471	4,409	...	15,951	14,224	12,859	13	10	43,057	...	1,641	...	17,592	1,04,821	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	216	216	216	
5	458	469	362	1,302	9,815	...	...	7	...	11,124	...	...	780	10,595	13,804	
84	16,270	15,642	12,734	1,302	71,857	30,037	92,797	296	2,032	1,98,423	10,002	2,141	32,129	1,16,229	2,45,654	
86	7,429	6,510	5,285	...	40,603	1,302	8,146	56	204	50,401	...	639	7,845	49,087	5,97,868	
108	4,805	4,324	3,066	3,867	26,112	2,787	...	...	...	32,266	...	181	6,385	32,678	1,04,306	
194	12,234	10,834	8,351	3,867	66,715	4,179	8,146	56	204	82,667	...	820	14,230	81,765	7,02,174	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,200	1,200	1,205	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2	289	273	218	...	4,764	...	218	...	...	4,982	...	..	2,035	6,799	12,219	
...	...	...	...	...	...	...	...	..	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	
2	289	273	218	...	4,764	...	218	...	...	4,982	...	...	3,235	7,999	13,424	
...	...	...	...	7,516	16,885	4,721	...	...	...	29,122	...	...	...	16,885	2,17,133	
...	...	...	...	...	6,712	...	...	7	257	6,976	...	...	...	6,712	66,265	
...	...	...	...	7,516	23,597	4,721	...	7	257	36,098	...	..	...	23,597	2,83,398	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	108	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,449	32,533	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,729	2,638	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	110	
...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,004	56,119	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	1,434	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	219	1,236	
..	...	...	...	...	...	...	...	...	...	...	...	...	...	911	3,026	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,645	7,604	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	22,968	63,688	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	39,944	1,68,496	
280	28,793	26,749	21,603	12,185	1,67,033	38,937	1,01,161	361	2,493	3,22,170	14,561	2,961	52,060	2,76,568	14,24,358	

EDUCATION—GENERAL TABLE VIII.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES for the Official Year 1907-08.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government	45	3,277	222	187	2,136	...	732	52,224	...	*51,681	36,497	1,40,402	*Includes Rs. 23,336 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	168	4,900	...	...	4,501	366	33	...	30,281	49	7,894	38,224	
3. Aided by Government or by Local or Municipal Boards.	36	1,725	33	...	1,587	38	67	8,739	6,615	19,407	28,942	63,703	
4. Unaided	39	2,867	825	35	2,006	1	...	...	...	21,845	23,102	44,947	
Total ...	288	12,769	1,080	222	10,230	405	832	60,963	36,896	92,982	96,435	2,87,276	
For Females.													
1. Managed by Government	3	302	...	5	297	...	...	6,773	...	†31,155	12,471	50,399	†Includes Rs. 29,645 from Imperial Revenues.
2. Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards.	24	1,025	...	34	867	90	34	52,443	232	40,255	75,779	1,68,709	
4. Unaided	4	240	...	...	186	...	54	2,600	...	9,763	2,864	15,227	
Total ...	31	1,567	...	39	1,350	90	88	61,816	232	81,173	91,114	2,34,335	
Grand Total ...	319	14,336	1,080	261	11,580	495	920	1,22,779	37,128	1,74,155	1,87,549	5,21,611	

EDUCATION—GENERAL TABLE VIII A.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES (for EUROPEANS) for the Official Year 1907-08.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government...	2	395	...	...	395	...	...	7,554	...	*25,224	21,542	54,320	* Includes Rs. 23,336 from Imperial Revenues.
2. Aided by Government or by Local or Municipal Boards.	4	170	..	...	170	...	...	4,072	...	6,773	24,752	35,597	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	6	565	...	...	565	...	...	11,626	...	31,997	46,294	89,917	
For Females.													
1. Managed by Government...	2	297	...	...	297	...	...	6,043	...	†31,155	12,471	49,669	† Includes Rs. 29,645 from Imperial Revenues.
2. Aided by Government ...	15	647	...	34	613	...	...	51,379	...	20,833	64,838	1,37,051	
Total ...	17	944	...	34	910	...	...	57,422	...	51,988	77,310	1,86,720	
Grand Total ...	23	1,509	...	34	1,475	...	...	69,048	...	83,985	1,23,604	2,76,637	

PUNJAB EDUCATION REPORT FOR 1908-09.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR

1908-1909.

Published by Authority.

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1909.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1575, dated 11th November 1909.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1908-09.

REMARKS.—Educational progress as measured by statistics showing the increase in schools and scholars has now come to be regarded as so much a matter of course that in comparing the results of one year with another the Director concerns himself with the *rate* of increase only. This rate has not been so high in 1908-09 as in the previous year, but an increase of 91 in institutions and 9,513 in scholars is not a bad record for the twelve months. As compared with six years ago the number of boys and girls attending public institutions shows an increase of 31 per cent. and is now slightly over a quarter of a million.

2. It need scarcely be said that the growing charges upon the public funds entailed by this educational movement are very considerable. The demands of the Education Department increase much faster than the revenues available to meet them. As these in the case of provincial and district board receipts are to a great extent fixed and stationary, the Imperial Government has had to come to the aid of provincial funds with special grants, and district boards have not been backward in responding to the requirements of the situation. In the year under report there has, it is true, been a set-back of Rs. 1,86,760 in the total expenditure from public sources, of which 1½ lakhs is due to diminished expenditure on European schools, owing to a retrenchment in the building grant. But taking a period of six years it is found that the expenditure by Government and local bodies has increased 72 per cent. During the same period the expenditure from fees has increased only 25 per cent., and only 21 per cent. of the cost of education is now met from this source as compared with 27 per cent. six years ago. Between 6 and 7 annas per month is the average fee paid by a student in the Punjab for his education. Of course the actual fees vary from the not inconsiderable rates paid by University students to the village primary school charges, which for agriculturists are remitted entirely.

3. The provision of ways and means for education is a problem which in so far as it affects the finances of local bodies is already to a large extent left to local option. Some boards, *e. g.*, that of Ráwalpindi, have been making the pace too fast and have found the burden of educational expenditure crippling their activities in other directions. In other cases the district fund expenditure on education may have fallen short of what the departmental officers consider to be reasonable. But it is the policy of Government while seeing to the maintenance of existing institutions to abstain from enforcing any rigid percentage of income rule for the purpose of imposing on district boards liability for new educational developments. As between the department and the boards the Commissioner is now the arbitrating authority in relation to the education section of local fund budgets. In order to facilitate work and to reduce correspondence the circles of the Inspectors have been made practically conterminous with the Commissioners' divisions and it is hoped that this arrangement will greatly assist Commissioners in dealing with the important educational questions which now come before them, as they are charged with the distribution of the Imperial and Provincial grants for primary education. In relation to provincial finances the Education Department must share in the vicissitudes which affect all departments alike and necessitate a curtailment or entire suspension of expenditure on new buildings when financial pressure leaves no margin over and above the inevitable recurring charges to which Government is already committed. Additional funds for education could no doubt be provided by additional taxation. It should, however, be remembered that the existing public revenues, Imperial, Provincial and Local, are paid largely by the agriculturist classes in the form of land revenue and local rates and that more than half the pupils in primary schools in the Punjab and more than three-quarters of those in secondary schools are the children of non-agriculturists. If then any special tax for education were to be imposed it should be placed rather on the

shoulders of those who are the chief beneficiaries than as an additional burden on the land. No tax that could be devised, however, could reach the persons who ought to pay it as effectively and produce the required income as economically as the particular expedient of raising the education fees. As observed by the Director, many of the non-agriculturist parents are able to pay higher fees than the one to five annas per mensem already paid. When the time comes for such parents to send their sons to England to complete their education, the cost is readily forthcoming. In education as in medical relief the tendency is far too prevalent for the well-to-do to appropriate to themselves public services intended to be gratuitous or cheap only to the poor and needy.

4. The Lieutenant-Governor has already directed that boarding-houses, the construction of which makes a heavy demand on public funds, shall, when constructed, be made as far as possible self-supporting. If the cost of tuition must be borne by the State, it is not necessary to go further and make the cost of subsistence of the pupils also a public charge. Apart also from any general revision of fees there are particular cases in which modifications of the present scale might be introduced at once. If, as suggested in paragraph 17 of the report, higher fees were levied from science students on account of the cost of laboratories and their apparatus, fittings and material, the plan would be both reasonable and in accordance with the practice of many English schools and of the Universities.

5. The number of pupils in primary schools has increased by 4,309 and in secondary schools by 4,936. The latter increase is proportionately much larger and amounts to 7 per cent. on the previous year's figures. The plan of rural schools with a curriculum not leading up to the secondary school has never really been popular. Many agriculturist parents have ambitions for their sons, and when they send them to school are averse to contemplating the primary stage as the final goal of their education. It is understood that the modified courses in rural schools which are being devised will be such as to admit of the pupils in these schools proceeding to the secondary stage if they so desire. The somewhat controversial question of the vernacular to be used in schools is one which, as the Director remarks, will settle itself in time. This is a matter in regard to which local option should have full scope. Meanwhile it is noted that Urdu shows no signs of being dethroned. The simplification of the language of the text-books which has now been undertaken is a much needed reform which will go some way to settle the language difficulty.

6. The Royal Decentralisation Commission in dealing with the relations of rural boards to education has expressed the view that departmental efficiency must give way to the education of the people in self-government, and that the control and management of primary schools must be more and more that of local boards and village panchayats and less and less that of the Government department. Boards should, in the opinion of the Royal Commission, maintain their own inspecting staff, while a separate inspection on behalf of Government would be necessary in order that Government might be informed of the character and working of the institutions and be able to interfere in case reform is called for. The Commission has, however, recognised that rural boards cannot take much interest in the control and management of schools when they find their discretion limited in every direction by the prescriptions of provincial educational codes. The proposals of the Commission will no doubt be brought forward for consideration at the next educational conference. To many it will seem that the sacrifice of educational efficiency on the altar of local self-government will be a mistake. Perhaps the *via media* lies in the Commission's suggestion that rural boards should, as far as possible, promote education by grants-in-aid to private institutions rather than through board schools. The developments of recent years have been chiefly in the latter direction. What is now required is to stimulate in rural tracts private enterprise in the promotion of primary education. Missionary and religious bodies do their share in large towns. In particular localities local enterprise is ready enough to raise subscriptions to build and start schools which are then made over to the district board for management. If

such institutions were retained in the management of the founders as aided institutions it is probable that the ideal of the village committee system would be realised.

7. The progress of higher education is unchecked. The number of students in Arts Colleges has increased by 41 per cent. since 1902-03. The increase in the year under report was 7 per cent During the year improvements were carried out in college buildings throughout the province, not the least important of which has been the chemical laboratory extension and the alterations to provide for biological teaching in the Lahore Government College. Progress was made with the buildings of the Khalsa College. It is to be regretted that the influence of the agitator and sedition-monger has not been entirely excluded from one or two institutions which could be named, and that the audience at some disreputable political meetings is reported to have consisted very largely of college students. In the majority of colleges, however, His Honour believes, no encouragement whatever is given to the reception of disloyal sentiments. What is said in Chapter XIV of the report on the subject of discipline and moral training emphasises the importance of the position of the teacher. Inspectors' reports indicate that there is considerable room for improvement in the conduct and character of many teachers. To the extent that this is so it is hopeless to look for moral improvement in the taught. As observed by Mr. Godley, "teachers and taught need to realise that the greatness of a nation is built upon character and principle, not on examination results."

8. Mr. Godley's report contains many other interesting chapters deserving of the careful study not only of educationalists, but of the public men who are striving for the social and moral betterment of their several communities. Among the topics which may be specially mentioned are—the progress of female education, which is now marked amongst the better classes and to which the opening of the Victoria May School should give a considerable stimulus; the proceedings of the educational conference and of the text-book committee; the education of Europeans; training institutions; private schools; boarding-houses; and the work of the departmental officers themselves. The Lieutenant-Governor is glad to take this opportunity of acknowledging the valuable assistance which Miss Francis has rendered to the development of female education during a service of twenty years. To Mr. Godley, who has held charge of the office of Director of Public Instruction, His Honour is indebted for his interesting report and his administration of the department during the year.

ORDER.—Ordered that the above remarks be printed and circulated with the report, also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction for information and to the Government of India, Home Department, with copies of the report.

By order of His Honour the Lieutenant-Governor,

M. W. FENTON,

Offg. Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—13-11-09—1451—455—C. L.

Chapter I.—General Summary.

1. *Number of public institutions.*—There were 4,404 public institutions of various kinds in existence during 1908-09, compared with 4,313 in the previous year. The following list gives particulars :—

For Males.	
Arts Colleges	10
Professional Colleges	4 (+ 1)
High Schools	94 (+ 1)
Middle Schools	202 (+ 4)
Primary Schools	3,408 (+65)
Institutions for Special Instruction	28 (+ 2)
For Females.	
Professional Colleges	2
High Schools	12 (+ 1)
Middle Schools	32 (+ 3)
Primary Schools	600 (+14)
Institutions for Special Instruction	12

It will be noticed that there has been a general increase, but the rise in Primary schools—79—is far below last year's record—236 : this is the lowest figure since 1904-05. There is now an average of one Primary or aided indigenous school to eight villages. The new "Professional" College is the training class for European teachers at Sanawar, which was not included in last year's statistics.

2. *Attendance in public institutions.*—There has been a general rise in attendance, distributed as follows :—

Males.	
Arts Colleges	1,860 (+ 135)
Professional Colleges	591 (+ 19)
High Schools	34,896 (+ 2,924)
Middle Schools	36,706 (+ 1,458)
Primary Schools	149,806 (+ 3,516)
Institutions for Special Instruction ...	2,839 (+ 54)
Females.	
Professional Colleges	40 (6)
High Schools	1,019 (+ 19)
Middle Schools	2,868 (+535)
Primary Schools	22,408 (+793)
Institutions for Special Instruction ...	751 (+ 54)

The rise in High school pupils more than doubles that of last year, while the pupils in Colleges and Middle schools have increased at the same rate as before. In Primary schools the increase is 4,309, against 6,359 last year. The figures indicate fair progress, if an inevitable decrease in attendance, due to the prevalence of malaria, is allowed for. The proportion of children at school to the population of school-going age is for boys 16 per cent., and for girls nearly 3 per cent. The percentage is lowest in the Delhi and Jullundur divisions. Hindus (including Sikhs) studying in public institutions increased by 6,750, or 4·7 per cent., Muhammadans by 2,840, or 3 per cent. Agriculturists' children number in Primary schools 48·39 per cent. and in Secondary schools 24·08 per cent. of the total number of children in attendance.

3. *Expenditure.*—The total expenditure on education in public institutions of all kinds was Rs. 55,59,278, showing a decrease of Rs. 76,848 on last year's expenditure. The fall is more than accounted for by a large decrease of over three lakhs in the amount spent on education from Provincial revenues : a curtailment of the budget provision necessitated economies under most heads, including building and other grants, boarding-houses, etc. Provincial expenditure on Teaching colleges, however, rose by Rs. 24,250. The amount contributed from fees shows a satisfactory rise in all cases. Private sources contributed about the same as before, and Imperial revenues Rs. 22,104 more. Direct expenditure,

i.e., expenditure on tuition, increased by Rs. 2,47,590, while that on buildings, furniture, direction, inspection, etc., decreased by Rs. 3,24,442. Provincial expenditure on European schools fell by 1½ lakhs, owing to a retrenchment of expenditure on buildings.

4. *Provincial budget.*—Under the system which has been in force for the past twenty years, the statistics compiled for the annual report on education do not relate to the financial year but to the "school year," which varies according to the district: thus the Amritsar year ends in March, and the Kangra year in April. This arrangement, which is now being discontinued, has made it impossible to reconcile the statistics of expenditure given in the report with those of the Accountant-General, which relate to the financial year. The following figures, which have been supplied by the Accountant-General, show the Provincial allotment for education in the financial year 1908-09, and the actual expenditure incurred:—

	Allotment.	Actual expenditure.
	Rs.	Rs. a. p.
University	87,400	87,380 0 0
Direction	86,000	81,896 6 1
Inspection	2,49,800	2,29,209 4 4
Government College, General	1,75,400	1,69,128 11 0
Ditto School, General	5,99,900	9,19,719 8 7
Ditto ditto, Special	2,63,000	2,66,057 3 4
Grants-in-aid	2,29,400	3,91,496 14 1
Scholarships	75,000	65,207 13 7
Miscellaneous	27,400	14,592 13 10
Refunds	700	...
Total	17,94,000	22,24,688 10 10

The excess in the expenditure over the estimate is only apparent, since the provision did not include the recurring Imperial grant of three lakhs for Primary education, and the Provincial grant of Rs. 1,22,676, which have been merged in the figures of expenditure under "Government Schools, General." Deducting these grants, which are now administered by Commissioners of divisions, the actual expenditure is Rs. 18,02,012 as compared with Rs. 17,77,015 last year, showing an increase of Rs. 24,997. The provision for grants-in-aid, Rs. 2,29,400, was entirely insufficient, the actual expenditure under this head having been Rs. 3,71,907 in the previous year, Rs. 4,78,208 in 1906-07, and Rs. 6,13,321 in 1905-06. The tendency to curtail the provision for grants-in-aid is regrettable, such grants being a stimulus to private enterprise.

If the various Imperial grants (for the University, European schools, and Primary education) aggregating about four lakhs, are omitted, expenditure from Provincial funds may be roughly estimated as having been eighteen lakhs and a half. Against this should be reckoned the increasing receipts from fees, which are now about two lakhs and a half. The net expenditure is therefore about sixteen lakhs, of which over two lakhs are spent on European schools. This outlay can hardly be considered excessive, in view of the number of obligations which the Education Department is expected to discharge. As illustrating the gradual diminution of the outlay on education from Provincial funds it may be added that the actual expenditure for 1907-08 was less than that of the previous year, and that in spite of the large increase in educational income (fees from Government High schools alone having risen by Rs. 55,000), the provision for 1909-10 is less than that made for 1905-06 by nearly a lakh. Educational expenditure, therefore, is being curtailed simultaneously with an increase in educational receipts. Apart from the direct maintenance of establishments, addi-

tions to which are occasionally inevitable, the chief item of Provincial expenditure is the provision for grants-in-aid to schools and colleges, a responsibility which regularly expands as education progresses. Primary education, technical education, buildings for Government schools, better salaries for teachers, all these are objects for which new expenditure is urgently needed; and in view of the accumulating needs, it may be hoped that as the financial circumstances of the province improve, education will cease to be a field for retrenchment.

5. *Management by District Boards.*—The total net expenditure incurred by the District Boards on education was Rs. 12,43,187, Rs. 95,397 more than last year. Rs. 7,20,221 were spent on the direct maintenance of Primary schools, against Rs. 6,20,409 last year. Deducting the grants aggregating Rs. 4,22,676 made from Provincial and Imperial funds, less than three lakhs were spent on this purpose from District funds, which gives an average of about Rs. 10,000 per district. Rs. 2,41,693 were spent on buildings and equipment, chiefly for Primary schools, against a slightly larger amount last year. Vernacular Middle schools cost nearly a lakh, and boarding-houses Rs. 33,147. The rule in the Education Code indicating an enforcible minimum of income to be devoted to education is, according to the Inspectors' calculations, usually disregarded. The Delhi Inspector says that the net expenditure of all the districts in the division was less than 25 per cent. of their net income, and that Simla "saved Rs. 2,689 out of the Provincial grant." In Jullundur all the districts are said to have spent less than the demandable percentage, and the Boards had in hand at the close of the year unspent balances of the Imperial and Provincial grants amounting to about Rs. 22,000. The Inspector adds: "The expenditure on school buildings from District funds was considerably reduced after the award of Government grants. The Jullundur and Ludhiana districts spent nothing on this account after 1904-05." In the Lahore division the Gurdaspur District Board made a very liberal provision for education and showed much enterprise, starting 23 new schools and a training class for village school teachers. Lahore, Sialkot and Montgomery provided less than the minimum, and the management of schools by the Gujranwala District Board is unfavourably criticised: this board refused to pay famine allowances to teachers, and was inactive generally. The net expenditure of the boards in this division, however, was higher than before. In Multan "the budget allotment for Primary education was below the required minimum in all districts, Multan excepted," and it is considered that a rich district like Lyallpur might well be more liberal. In Rawalpindi all the districts except Jhelum and Attock are said to have spent less than the liability. The allotment among districts of the Imperial and Provincial grants for Primary education is now made by Commissioners, after taking the opinion of Inspectors of Schools: the average grant available for each district is about Rs. 14,500. The management of schools by district boards is considered to have been satisfactory on the whole: many improvements were made, and in some cases the salaries of teacher were raised and providents funds were established.

6. *Management by Municipalities.*—Municipal expenditure rose from Rs. 2,76,568 to Rs. 3,05,695. The richer municipalities of Lahore, Amritsar and Delhi, which have many other claims on their resources, spend far less than the 10 per cent. named in the Code, while the smaller municipalities, even when spending this proportion, cannot afford to finance their schools on a sufficiently liberal scale. The Delhi Inspector states that a sum of nearly Rs. 20,000 for providing Primary school buildings in Delhi has been lying unutilised for years. The schools formerly maintained by the minor municipalities in the Sialkot and Amritsar districts have now been taken over by the District Boards. The management of schools by municipalities was fairly satisfactory.

7. *Private enterprise.*—From the instances cited in the Inspectors' reports it may be inferred that private enterprise in education is active, especially in respect of the institutions maintained by religious societies. The Lahore Anjuman Islamia, the Arya Samaj, and the various missionary bodies have been spending large sums on their schools and colleges. The Khalsa schools at Lyallpur and Ludhiana are new institutions; the Anjuman at Hoshiarpur is providing a new school building; new buildings have been recently erected for the Anglo-Sanskrit schools at Ambala and Bhera, and the Hindu Sabha

school at Amritsar. Prizes are given freely, and land and buildings are lent or given by private generosity. In many places subscriptions have been collected for raising the status of schools.

8. *General remarks.*—Among the measures of the year may be enumerated the abolition of "Circles" of inspection as distinct from divisions, and a consequent redistribution of inspecting officers' duties; the delegation of certain powers of appointment, etc., to Inspectors; the issue of a revised edition of the chapters in the Education Code relating to grants, teachers' examinations, etc.; a new contract for the publication of text-books, securing more favourable terms; changes in the scheme of studies for Normal schools; the institution of headmasters' associations at important centres; the adoption of a scheme by which teachers from Government schools will be entitled to draw a fair proportion of their pay while under training; and the limitation of stipends in the B. T. class to teachers of at least one year's experience. Other educational changes include the starting of the Victoria May and Convent schools for Indian girls at Lahore, and the experimental training class for village teachers at Kalanaur. The various improvements which are being carried out in college buildings throughout the province are particularly noteworthy.

Chapter II.—Controlling Agencies.

9. *Direction.*—I held charge of the office of Director of Public Instruction throughout the year. Owing to the number of engagements which the Director has to fulfil in Lahore—including attendance at the University, Text-Book Committee, and other meetings—only a modest amount of touring can be undertaken. I was able, however, to accompany the University Inspecting Committee in part of their tour to mufassil colleges, and also to see a number of High schools at Delhi and elsewhere.

10. *Inspection.*—A re-arrangement of the jurisdictions allotted to Inspectors was carried out during the year. The "Circle," as a separate jurisdiction, was abolished, and the sphere of authority of an Inspector was made conterminous with a Commissioner's division. The object of this change was to bring the Departmental inspecting staff into closer touch with the civil authorities, and to make it possible for the Commissioner and Inspector of Schools to co-operate in the educational administration of a division. Of late years there has been a tendency to regard the Education Department as a hostile force which has to be restrained from trespassing on the sphere of the local authorities, and it is hoped that the change will make for more harmonious working. As the Lahore division, which contains a large number of High schools, is an onerous charge for a single Inspector, the Inspector of European schools has been made responsible to the Lahore Inspector for the inspection of High schools in Lahore city. When not otherwise occupied, the Inspector of European schools is assigned duties similar to those of Assistant Directors in other provinces. This arrangement is an economical and convenient one, and it also facilitates the disposal of important questions relating to European schools, most of which are referred to the Director eventually. Another change worth noting has been a simplification of the control of female education. Formerly independent spheres of authority were assigned to the two Inspectresses of Schools, who, nevertheless, had the same headquarters. The Senior Inspectress now exercises a general supervision of the girls' schools of the province, with the Junior and Assistant Inspectresses as her subordinates.

Delhi.—Mr. Wright continued on leave, and the charge of the division was held by Mr. Gilbertson, L. Kundan Lal, Assistant Inspector, and L. Shiv Dayal, late Director of Public Instruction in Patiala, successively. The last-named officer, who was in charge for the greater part of the year, visited almost all the Secondary schools in the Division, besides a large number of Primary schools. The work of the subordinate inspecting staff is favourably reported on, Pandit Telu Ram, Assistant Inspector, Ch. Gyan Singh, District Inspector, Rohtak, and L. Sita Ram, District Inspector, Gurgaon, being specially commended.

Jullundur.—L. Umrao Singh, Rai Bahadur, remained in charge of this division. He and his two assistants were on tour for the greater part of the year. The work of the District Inspector of Ferozepore, Bhai Bhagwan Singh, is reported to have been unsatisfactory, and in Jullundur the District Inspector did not succeed in visiting all his schools. Pandit Hem Raj, District Inspector of Hoshiarpur, and Sayad Muhammad Mohsin, Assistant District Inspector, are specially commended.

Lahore.—Three districts of this division were comprised in the Amritsar Circle up to January, 1909 : the Lahore district was under the charge of the Inspector of European Schools, and the Gujranwala district was part of the Rawalpindi Circle of inspection. Mr. Crosse assumed charge of the division in January, Mr. Wyatt, who had been the Amritsar Inspector, becoming Inspector of European Schools. The subordinate inspecting staff are reported, without exception, to have done good work, the District Inspectors of Lahore, Amritsar and Sialkot, being specially praised.

Multan.—L. Sundar Das Suri held charge for five months of the year, L. Sheo Lal returning to duty towards the end of August. L. Sundar Das Suri is an energetic officer who has achieved general popularity. The inspecting staff worked well throughout the year. The work of Bhai Hari Singh and M. Ahmad Din, Assistant Inspectors, and L. Khazan Chand, District Inspector of Lyallpur, is noticed in favourable terms.

Rawalpindi.—M. Umr-ud-din remained in charge throughout the year. The work of the subordinate inspecting staff is reported to have been generally good, but that of Bhai Ladha Singh, District Inspector of Rawalpindi, and M. Muhammad Ali, District Inspector of Shahpur, is reported to have been insufficient and unsatisfactory. Ch. Ghulam Mohi-ud-din, Assistant District Inspector of Gujrat, is singled out for favourable mention.

11. *Delegation of powers to Inspectors.*—Inspecting officers have been given powers in regard to the appointment, promotion, etc., of teachers in classes V and VI of the Subordinate Educational Service, *i.e.*, teachers drawing pay of Rs. 40 and under. Their powers of sanctioning minor items of expenditure have also been extended.

12. *Inspection of Girls' Schools.*—Miss Francis, assisted by Miss Stratford, conducted the inspection of girls' schools throughout the year. Mrs. Ingram was on leave for ten months, and Miss Must, who had previously been appointed Assistant Inspectress, was given charge of the Lahore Normal School for Women. The total number of schools inspected was 283 (18 Secondary, 230 Primary and 35 Indigenous). Small schools at a distance from the railway line were not inspected, many such schools not being strictly *purdah*. Both ladies spared no pains in the fulfilment of their duties. Miss Francis has since gone on leave prior to retirement, and I may take this opportunity of testifying to the valuable assistance which she has rendered to the development of female education in the province during a period of service of twenty years.

13. *General remarks.*—Strong representations have been made in the Inspectors' reports as to the impossibility of adequately inspecting every school in the province *in situ* within the limited time allowed, and it is evident that the system hitherto in force cannot be worked satisfactorily without an increase in the number of Assistant Inspectors. Of inspection *in situ* Lala Sheo Dayal writes :— "It has failed to achieve its end. Travelling absorbs most of the time of the inspecting officers who were expected to look into discipline and organisation more fully. Riding out from school to school to pay flying visits to them in their buildings is the result of the new system, which tires the inspecting officers without effecting any solid improvements in the schools." The Lahore and Multan Inspectors are equally emphatic. The present system also involves the deputation of District Inspectors on inspection work outside their own districts, a practice which meets with general condemnation. Steps have since been taken to introduce a more workable arrangement.

Chapter III.—Collegiate Education.

14. *Number of institutions and students.*—Arts Colleges in British territory (including the Oriental College) number ten, as last year. The number of students has risen from 1,725 to 1,860.

15. *Expenditure.*—The total expenditure on Arts Colleges rose by Rs. 24,704 to Rs. 3,12,848, of which fees contributed Rs. 1,02,243, or Rs. 11,017 more than last year; provincial revenues Rs. 1,19,230, or Rs. 11,133 more; subscriptions Rs. 31,100, or Rs. 17,476 more; and endowments Rs. 57,791, or Rs. 14,571 less.

16. *The University.*—The twenty-eighth Convocation was held on the 22nd December, 1908, when the Vice-Chancellor, Sir P. C. Chatterjee, delivered the address. Degrees were conferred on 172 candidates, more by 23 than in 1907. The expenditure rose by Rs. 6,881 to Rs. 1,86,648, and the receipts by Rs. 9,864 to Rs. 2,02,521, fees having increased by Rs. 13,316. The financial position appears to be sound. Regulations for the election of Fellows by registered graduates were introduced during the year. History and Economics were made separate subjects in the degree examinations, and examinations for a degree in Honours were held for the first time. Important changes were also made in the Regulations with a view to the re-organisation of the Oriental College. The number of students who obtained degrees in the various Faculties was 172.

The Committee for the inspection of colleges, on concluding its tour, made certain general recommendations which were accepted by the Syndicate. These concerned the holding of periodical conferences of Principals, the regular meeting of college councils, the tutorial system, college libraries, and measures to ensure regularity of attendance.

17. *Government College, Lahore.*—The number of students rose from 330 to 383 (257 Hindus, 46 Sikhs, 79 Muhammadans and 1 Christian) of whom 219 were boarders. The college is now full, and applications for admission have to be refused. The expenditure rose from Rs. 1,07,382 to Rs. 1,13,386, partly owing to an increase of staff. 28 per cent. of this was met from fees, which rose from Rs. 26,876 to Rs. 31,923. The staff was strengthened by the addition of a second Assistant Professor of Biology, rendered necessary by the opening of an M. Sc. class in Zoology. The college suffered a great loss by the death of Mr. Chatterjee, Professor of Mathematics, an able mathematician and a successful teacher. Since the close of the year Mr. Wyatt James, who was officiating for Mr. Brett as Professor of Philosophy, has also died after a stay in this country of only seven months, and Mr. Brett has resigned. The Principal notes that within the last few years there have been five deaths and four resignations among the members of the staff. The salient feature in the recent history of the college has been the great development in the teaching of science. In 1908, 239 students were studying physics, 232 chemistry, 125 zoology, and 124 botany. Science teaching is expensive, especially in the hands of enthusiasts; and this large increase has led to requisitions for additional staff, apparatus and expenditure generally, which it has been difficult to meet. A good deal, however, has been done. The laboratory staffs have been placed on a satisfactory footing, grants have been substantially increased, and the chemical laboratory is in course of extension; alterations have also been made in the college building to adapt it to biological teaching. A good physical laboratory still remains a want: to be supplied, it is hoped, at no very distant date. With so much additional expense falling on the public funds, it is a question whether a higher fee should not be levied from Science students. The Principal reports that a creditable amount of research work has been done: the Professors of Chemistry and Biology have published papers on scientific subjects. The examination results were satisfactory, and in athletics the college was to the fore, as usual. The various college societies displayed some activity, large additions were made to the library, and the college magazine, "The Ravi," continues to flourish. The presence of resident professors, who supervise the boarding-house, has done much to improve the tone of the college. The water-supply, formerly a difficulty, has now been satisfactorily arranged for, an oil engine having been fitted up to irrigate the grounds and fill the swimming-bath.

18. *St. Stephen's College, Delhi.*—The college continues to advance The number of students rose from 109 to 119, the new hostel has been com-

pleted, and the new science class rooms are in use. Instruction suffered from changes in the staff, and the necessity of offering better salaries is recognised. The examination results were not equal to expectations. The Principal speaks hopefully as to the tone and discipline.

19. *Forman Christian College, Lahore.*—This is the second college in point of numbers, which now stand at 411, 45 more than last year : 274 were boarders. The expenditure was Rs. 45,625, of which fees contributed Rs. 28,362, or 62 per cent. The examination results were good on the whole, 77 out of 102 candidates passing in the Intermediate. The boarding-house is supervised by professors. Religious instruction is regularly given, addresses have been delivered by visitors, and the effort to encourage the students to undertake social service in various forms is thought to have borne fruit. A dispensary has been started, in which Dr. Datta has given lessons to the students in first aid to the injured. The college distinguished itself in athletics, winning the cricket and gymnastic trophies in the tournament.

20. *Dayanand Anglo-Vedic College, Lahore.*—There has been a slight decrease in numbers and fees, but the college, with 471 students, continues to be numerically the largest in the province. The examination results were good : several men headed the lists in various subjects. The engineering classes now number 153 students, against 84 last year. Religious instruction was given. The new science lecture rooms are in course of erection, and the grounds have been improved. The college has an Ayurvedic department and a tailoring class. There are 438 boarders.

21. *Islamia College, Lahore.*—The college has made decided progress under its new Principal. The number of students has increased from 79 to 90, of whom 61 live in a boarding-house under the superintendence of a member of the staff. This boarding-house, the " Rivaz hostel," was completed during the year, and has accommodation for 130 boarders. The new college buildings are in course of erection. The year was signalized by a gift of Rs. 75,000 from the Bahawalpur State. The examination results show an improvement. The new scheme of salaries for the staff has succeeded in retaining the services of competent professors, and the college generally seems to be on the road to a prosperous future.

22. *Khalsa College, Amritsar.*—The numbers have risen from 135 to 152, of whom 108 are Sikhs. Ninety-four of the students are boarders, who are supervised by the resident professorial staff. The year has been eventful, the constitution of the college having been reorganised and the finances put on a sounder basis. The danger of disaffiliation no longer exists, a chemical laboratory and other additions have been built, and the main college building is at last in course of erection. The examination results were fairly good : one candidate passed the B. Sc. Examination. A scheme for grading the salaries of the staff is under consideration. The Principal's report is hopeful.

23. *Hindu College, Delhi.*—The numbers have fallen from 42 to 25, of whom 5 are boarders. There is a staff of six professors. The college has at last obtained an excellent building of its own, and will, it is hoped, make a new start : of late years its continued existence has been doubtful. Two students passed the B. A. Examination, and three the Intermediate. Religious instruction was regularly given, and a literary society was active.

24. *Gordon Mission College, Rawalpindi.*—The numbers have risen from 52 to 77. There were many changes in the staff, but the examination results were exceptionally good, 41 out of 51 candidates passing. In the Science Faculty 20 out of 23 candidates passed. The Principal records a growth of *esprit de corps* and satisfactory progress in every respect.

25. *Scotch Mission College, Sialkot.*—Important changes took place during the year. The college staff was separated from the school staff, expenditure on staff and apparatus was increased, the foundation stone of the new building was laid, and a new scheme of lectures was introduced. 13 out of 19 candidates passed the Intermediate Examination. Aid from Government and from Mission funds has enabled the college to emerge from its difficulties.

26. *Oriental College, Lahore.*—The number of students, 138, 99 in the college and 39 in the school department, shows a small increase. 42 students in the college and 8 in the school were in receipt of scholarships or stipends. The expenditure was Rs. 23,385 exclusive of expenditure from the University Current and Endowed Accounts, to which fees contributed only Rs. 297 : a grant of Rs. 5,880 was, as before, made from Provincial funds for the instruction of Government College classes in Oriental languages. The college has no building of its own or corporate existence, and the report is merely statistical. A scheme of reorganisation has received the approval of the University, which will, it is hoped, put new life into the higher teaching of Oriental languages. A scheme for a new building is also in progress.

27. *General remarks.*— Collegiate education in the province is on a high level, although the number of institutions is comparatively few. There has been more activity and development in this branch of education than in any other during the year under report : each institution has been striving to put its house in order, so as to fulfil the University requirements. The Khalsa College and the Hindu College have extricated themselves from financial difficulties, the Islamia College has made decided advance, and the Sialkot Mission College has started on a new career. The relations between the colleges are generally amicable : inter-collegiate lectures have been arranged for by the Government and Forman Christian Colleges, a plan which might advantageously be extended. The total number of students in Arts Colleges, excluding the Oriental College, is 1,761, of whom over three-quarters are studying in Lahore. In view of the tendency of students to flock to the capital, and the consequent pressure on existing colleges, it is to be hoped that steps will soon be taken to establish the [new college for which the late Sardar Dyal Singh bequeathed funds.]

Chapter IV.—Secondary Education (Indian Boys).

28. *Number of schools and pupils.*—The number of Secondary schools rose from 291 to 296, a few schools having been raised in status.

The total attendance rose by 4,382, the increase being common to Secondary schools of all kinds, except unaided schools. In Vernacular Middle schools there was an increase of 1,284 as compared with 424 last year. This does not mean that Vernacular Secondary schools are growing in favour : the teaching of English is sought for, and Vernacular schools are only accepted as a *pis aller*. The number of pupils learning English has doubled its former rate of increase.

29. *Expenditure.*—The total expenditure on Secondary schools for boys (European and Indian) rose from Rs. 13,54,948 to Rs. 14,40,256. Fees contributed Rs. 6,08,055, or 42 per cent. of this expenditure, an improvement of Rs. 43,863 on last year. Fees in Anglo-Vernacular schools usually cover about half of the expenditure.

30. *Examinations.*—In the University Entrance Examination only 1,222 out of 2,697 candidates passed. The test serves the purpose of a school final examination, and it is unsatisfactory that less than half the boys in the highest classes of Secondary schools should be ranked below the standard of a certificate. Among the schools which achieved the best results were the Government High Schools at Hissar, Karnal and Mianwali, the Mission Schools at Gujranwala, Gujrat and Batala, the Municipal Board High School at Jagadhri, and the Anglo-Sanskrit High School at Eminabad. The Dayanand Anglo-Vedic and Central Model Schools, Labore, sent up large numbers with fair results. In the Vernacular Middle School Examination the percentage of success was much higher, many schools (including all those in the Gurdaspur district) securing cent. per cent.

31. *Instruction.*—No change of any importance was made in the scheme of studies during the year, but a revised scheme has been prepared and is under consideration. The Inspector of the Lahore division has been interesting himself in an improved method of teaching English, which has suffered in the past from the excessive importance attached to mechanical translation. The radical fault of English teaching at present is not that the language is begun too early, but that beginners are taught by unqualified and more or less incompetent junior teachers, even in the Government High schools: hence there is a waste of time and effort. Geography and history are not, as a rule, intelligently taught. Practical Geometry is improving. The attempt made a few years ago to introduce colloquial Persian by including specimens in the text-books has not been a success: probably Persian can only be effectively taught in schools as a classical language. Special science courses are taught in the Government schools at Ludhiana, Amritsar, Lahore, Sialkot and elsewhere. Commercial classes have been tried in the Government schools at Delhi, Rewari, Hoshiarpur, Ludhiana, Ferozepore, Sialkot, Gujranwala, Lahore, Bhera, Multan, Lyallpur, Mianwali and Rawalpindi, but some of these classes have been or are being abandoned as failures. The class at Delhi is the only one which is said to be flourishing. The recognition of drawing as a school subject has made very satisfactory progress in recent years.

32. *Buildings and equipment.*—General complaint is made of overcrowding and the lack of suitable buildings. The schemes for enlarging and rebuilding most of the Government High schools are still held in abeyance for want of funds. The Government schools at Jullundur and Campbellpur are housed in unsuitable hired buildings, and the Palampur school in temporary sheds. The schools at Sialkot, Multan and elsewhere are makeshift places which have ceased to serve their purpose. Some of the Board schools have been enlarged. The fine new building of the Hindu Sabha High School, Amritsar, was formally opened during the year. In the Rawalpindi division new buildings were erected for the Board Middle School at Hazro, and the Anglo-Sanskrit High School at Bhera. The equipment of most of the Government High schools is good. Play grounds continue to be a need: in Sialkot a common play ground for the city schools is being arranged for.

33. *Government High schools.*—The provincialisation of a High school in each district has greatly added to the popularity of the institutions concerned. The income from school and boarding-house fees from 29 schools (including the Central Model School, Lahore) now stands at nearly two lakhs, showing an increase of Rs. 55,350 on the income before provincialisation. The sum contributed by Municipal Committees to the upkeep of the schools amounts to Rs. 49,693: excluding this contribution, it may be reckoned that each school costs Government on an average about Rs. 5,000 to maintain. The schools are mostly in the charge of competent and experienced headmasters, several of whom hold the M. A. degree of the University. Among the subordinate teachers a good deal of dissatisfaction exists, owing to the slowness of promotion: a teacher placed in the grade of Rs. 45, for instance, finds himself the lowest of 96 aspirants, and has a very slender chance of a rise of salary. The result is that competent men cannot be recruited for the lower grades of the service.

34. *General remarks.*—During the year a revised scale of teachers' salaries was notified for the guidance of local bodies. The scale had been recommended by the last Educational Conference. New vacation rules were introduced, providing a break in March or April, and a summer vacation of six weeks for High schools. The Provincial grant to certain schools formerly known as "District" schools was redistributed, so as to give more substantial aid to the secondary schools under the control of municipalities at Rupar, Jagadhri, and elsewhere. Headmasters' Associations were formed at the chief centres of the province, with a view to eliciting opinion on educational questions and promoting harmonious relations between the schools. The associations have put forward many suggestions, some of which have been accepted.

Chapter V.—Primary Education (Indian Boys).

35. *Number of schools and pupils.*—The number of schools rose from 3,343 to 3,408, an increase of 65 as compared with 192 last year. There was a

decrease of 18 in unaided schools: of the 86 new schools 76 were board and 10 aided. The fall in unaided schools, and the slackening of the rate of progress generally, are attributed by Inspectors chiefly to the prevalence of malaria. This, however, is an insufficient explanation of the comparative inertness of the District Boards in opening new schools. The only District Boards which manifested any appreciable activity in the latter direction were those of Kangra, Gurdaspur, Lyallpur and Mianwali: most of the others did nothing. It would appear that the large recurring grants, aggregating Rs. 4,20,000, which were sanctioned in 1905 from Imperial and Provincial funds, are now found only sufficient to finance the new schools opened during the period which has since elapsed, in addition to enhancing teachers' salaries. In some districts the pace has been too fast: schools have been opened in excess of the demand, and liabilities contracted which cannot be met. The lack of competent teachers is another drag on the wheel. But when all hindrances to continuous progress have been allowed for, there remains a doubt whether part of the grants given for education has not been diverted to other objects, or in other words, whether some local bodies have not taken advantage of the grants to restrict their normal expenditure on education. The Jullundur Inspector gives figures to show that this has been the case in four districts of that division.

The number of pupils rose from 146,290 to 149,806, an increase of 3,516 as compared with 4,731 last year: the increase took place chiefly in the Multan, Lahore and Jullundur divisions. Agriculturists' sons attending schools have considerably increased, except in the Delhi and Rawalpindi divisions.

36. *Expenditure.*—The total expenditure on Primary education was Rs. 8,29,253, showing an increase of Rs. 97,559. Fees increased by Rs. 2,885 to Rs. 77,122, meeting over 9 per cent. of the expenditure. The expenditure from District Funds on the direct upkeep of Primary schools for boys, Rs. 6,33,158, exceeded that of last year by Rs. 84,377, but expenditure on buildings and equipment decreased. Grants from Imperial and Provincial funds defray nearly half of the cost of Primary education, so that although the District Boards have the power of the purse, they cannot be said to finance their schools entirely from their own resources.

Exemption from the payment of fees in Vernacular schools was extended during the year to the sons of schoolmasters in receipt of salaries of Rs. 30 or less. The total amount realised from fees—only a fraction of the total expenditure—might be remitted without imposing any great burden on public funds, and if the abolition of fees were made to apply generally, aided schools would be compensated by an enhancement of grants. But Primary education is already free for sons of agriculturists, and for a certain proportion of the boys of the poorer classes who attend school. Many of the non-agriculturist parents are able to pay higher fees than those already levied—one to five annas per mensem. It is questionable, therefore, whether this source of income, small as it is, should be parted with, if a narrowing of income were to mean a narrowing of educational expenditure. It is plainly preferable to give cheap education to a number than gratuitous education to a few, and free Primary education is an empty phrase if it does not mean that schools are numerous and accessible as well as free. The pressing need of the time is more and better schools, rather than cheaper schools.

37. *Zamindari and Rural schools.*—The class for Zamindari school teachers in the Training College has been abolished, and Zamindari schools are no longer recognised by the Code. Board Zamindari schools have been converted into Rural schools. The survival of a few aided Zamindari schools is reported: this was due to the higher rate of grant formerly allowed for such schools.

The new rural schools have not as yet become generally popular. The curriculum of a school of the rural type is in some respects superior to that of the so-called town primary school, but the existence of two types of school in rural tracts is generally admitted to be unnecessary. Steps are being taken to draw up a revised course which can be adopted in all schools, with modifications to suit the needs of the locality.

38. *Aided schools.*—There was a falling-off of 37 Indigenous and other schools examined for grants, and a general decrease in the attendance and the grants earned, except in the Multan division, where Rs. 1,852 more were earned. This result is attributed to malaria and scarcity. It is noticeable that the amount spent by District Boards on aided schools bore a very small proportion to the expenditure on schools under their direct control. Indigenous schools are of a cheap and simple kind, and, though in certain respects inefficient, they deserve more encouragement than is accorded to them in some districts. The progress of elementary education cannot afford to wait for the coming of the comparatively expensive Board Primary school. The Indigenous schools maintained by Missions are generally among the best in housing and equipment, and the elementary schools started by the Salvation Army are well spoken of. Many schools are, as before, held in *maktabs* and *pathshalas*.

39. *Schools for low-caste children.*—Nearly all the schools especially intended for low-caste children are to be found in the Delhi division, where there were 793 pupils in attendance, of whom 680 were *chamars*. Most of them are managed by the S. P. G. and Baptist Missions. A large number of low-caste children attend ordinary schools, and the returns do not include low-castes who become Christian converts. The children of criminal tribes are unfortunately still outside the pale of school influence.

40. *Vernacular.*—The vernacular to be used in schools has recently been a subject of animated discussion in the press and elsewhere. The Code rules permit the establishment of elementary schools giving instruction in Punjabi, but the permission has hitherto rarely been taken advantage of, and Urdu shows no signs of being dethroned. Forty-four Gurmukhi schools were in existence during the year, with a total of 1,340 pupils, as against 42 schools and 1,164 pupils last year. Most were in the Lahore and Jullundur divisions. Of 42 boys at Jhang learning Gurmukhi, only three were Sikhs. In the Delhi division there was only one Gurmukhi school, with 17 pupils, and in the Rawalpindi division six of the seven schools were in the Rawalpindi district. There is undoubtedly a desire among certain classes, especially Sikh zamindars, that children should learn Gurmukhi; but they are also unwilling that their children should be handicapped by an ignorance of Urdu, the official language. Again, the demand for Punjabi is local: it does not exist in the Delhi districts or among the hill peoples, and it diminishes towards the west. Thirdly, Urdu is regarded by Muhammadans as an asset of race and religion. An attempt to compromise by adopting a Punjabi dialect of Urdu in the Persian character would be a possible solution, if the difficulty of standardising dialect could be surmounted. The question will settle itself in time. Meanwhile room is being made in the revised scheme of studies for Punjabi, in case it is locally preferred to Urdu; and the language of the text-books is being, as far as possible, simplified.

41. *Miscellaneous.*—The placing of village schoolmasters in charge of post-offices continues to meet with approval. The starting of provident funds, and improvement in the salaries of teachers are reported from several districts: in Karnal a graded list, with periodical increments, has been introduced. The proportion of qualified teachers is still far below the demand. School committees are reported to be generally inactive. Itinerant patwaris or girdawars, for teaching practical mensuration, were employed in the Delhi, Lahore, Muzaffargarh, Lyallpur, Rawalpindi and Attock districts. The teaching of practical mensuration is generally inadequate. No change was made in the course of studies during the year; geography and object lessons are, as before, mechanically taught, especially by untrained teachers, and the native system of arithmetic is another weak feature. Owing to the lack of qualified teachers, there is much scope for supervision and guidance by the district inspecting staff.

42. *General remarks.*—Progress in the extension of primary education can hardly be regarded as satisfactory, although the unfavourable circumstances of the year are to some extent responsible. It may be noted here that the future of primary education in rural areas rests with the District Boards. Imperial and Provincial grants, aggregating Rs. 4,20,000, have been placed at the disposal of Commissioners of divisions to distribute among these bodies, for the purpose

of starting new schools and augmenting teachers' salaries: the grants defray nearly half of the expenditure on Board Primary schools. Grants-in-aid to elementary schools are still assessed by the Inspector and his assistants: the Department lays down curricula and certain disciplinary and general rules for the whole province: otherwise the boards have a free hand. The Code rule indicating an enforcible minimum of educational expenditure is more honoured in the breach than in the observance. The control of local authorities and the enlistment of local interest are doubtless essential to the spread of popular education; but in view of the large amount supplied by Government for this particular purpose, it may be questioned whether more systematic enquiry should not be made into the manner in which it is spent, and whether local bodies should not be required to map out educational programmes showing how far they are prepared to afford school facilities, and to meet the ever increasing demand for education with the means at their disposal. The policy of *laissez-faire* may be carried to an excess.

Chapter VI.—Training Institutions.

43. *Number of institutions.*—There was no change. The Government training institutions are the Central Training College, five Normal schools (one for each division), a Normal School for Women and a training class at Sanawar for European teachers. Two aided institutions at Simla (St. Bede's and Auckland House) train women teachers for employment in European schools, and some aided girls' schools in the plains have training classes. The province is comparatively well supplied in this respect, though an expansion of the Normal schools is needed to meet the increasing demand for village teachers.

44. *Central Training College, Lahore.*—Mr. Knowlton continued in charge: Mr. Langhorne was succeeded by Lala Sundar Das Suri as Vice-Principal, and there were a few other changes. The number of students was 182 (95 Hindus, 70 Muhammadans, 12 Sikhs, and 5 others) against 195 in the preceding year, and 171 in 1906-07. The chief decrease was in the B. T. class, which fell from 14 to 4: this is attributable partly to the fact that graduates in teaching are not now, as a general rule, appointed to posts in the Subordinate Service on salaries exceeding Rs. 70, whereas there were many vacancies to be filled in the higher grades when the service was being reorganised. The Junior Anglo-Vernacular class, on the other hand, shows a satisfactory increase of 12. Six students were stipendiaries from States in the Punjab. The Principal is of opinion that there is a distinct deterioration in the quality of applicants for admission, except in the Senior Vernacular class: only 14 graduates, for instance, offered themselves for the Senior Anglo-Vernacular class, as compared with 21 last year. It may be inferred that the teaching profession has little attraction for men who have completed the University course, notwithstanding that employment on salaries ranging from Rs. 60 upwards is certain. This disposes of the theory that the market is overstocked with graduates in search of employment: apparently the University degree is a passport to many professions, and teaching is only espoused as a makeshift or as a last resource. On the Vernacular side of the college the outlook is brighter: the full number of recruits of the right stamp is forthcoming, and the Principal thinks that "the Senior Vernacular teacher, in spite of his poorer general culture, can, owing to his two years' training, his work for one year in a Primary school, and the fact that his medium of instruction is his mother tongue, control his pupils and give a more interesting lesson than the majority of Anglo-Vernacular teachers". The Vernacular teacher, moreover, accepts a salary of Rs. 14 to Rs. 20 without demur, while the Anglo-Vernacular rates, which average Rs. 35 in the case of a Junior Anglo-Vernacular Certificate, and Rs. 60 for a trained graduate, do not bring sufficient applicants. It is satisfactory to learn that of the four students who took the B. T. degree, three obtained posts on Rs. 100 per mensem—a proof that the value of their training is recognised by school managers. A scheme has been introduced by which selected teachers from Government schools will receive their full salaries while in the Training College, or three-quarters if the salary exceeds Rs. 40, a con-

cession which, it is hoped, will help to replenish the B. T. class, in addition to rendering service in the department more popular. Of the 170 students who were sent up for examination, 150 were awarded certificates.

45. *Expenditure.*—The total expenditure amounted to Rs. 78,955, or Rs. 4,314 in excess of that of the previous year. The increase is said to be due to special expenditure on boarding-house furniture, enhanced water rate and the inclusion of stipends paid by Native States in the returns. The staff has been reduced by the abolition of two posts. The average cost of education per head was Rs. 405, and the net cost to Government of the institution (including stipends) was Rs. 73,140. The cost of the college has largely increased in recent years, and it is now the most expensive of its kind in India. This consideration has been brought to the notice of the Principal in connection with his proposals for a further increase. The institution is doing valuable work, but in view of the fact that it prepares only for certain branches of the teaching profession, and that some of its *alumni* seek other fields of employment, there is a risk of the expenditure becoming disproportionate to the end attained. It has been suggested that the services of the staff might be more economically utilised, and there can be no doubt that the new building was planned on a somewhat extravagant scale. It may also be noted that, in the Principal's words, the college "makes no provision for the training of teachers of history and geography—the two subjects probably the worst taught in the curriculum"; nor does it attempt to provide High schools with English-knowing teachers competent to teach Arabic and Sanskrit.

46. *Instruction.*—The noteworthy features of the year's work included a course of lessons on the "direct method" of teaching English, and a series of evening lectures delivered by the Principal on educational topics. Of the aims of the institution generally the Principal writes:—"They comprise much more than instruction in the Art of Teaching. It is the easiest thing in the world to familiarise students with certain teaching devices: it is one of the most difficult of problems to give students a firm grasp of educational principles and get them to apply them in their own way. Yet the latter must be done if the work is to be effective, if the college is to turn out intelligent teachers rather than mechanical instructors. The problem is not merely to give the students a clear, distinct, accurate, and complete notion of the essential characteristics of a good lesson; it is to awaken and develop what we may term an intellectual sensitiveness to what is good and what is bad in teaching, to develop, as it were 'a teaching conscience', so that the teacher will not only immediately perceive when he is working on wrong lines but feel constrained to mend his ways and alter his methods. Further we have to impart correct ideas without stifling the individuality of the student. Their lectures and reading must influence their opinions: but we do not wish them to cease to think for themselves. We want them to be personalities, not human machines: men who form their own opinions, not men who blindly follow the directions of others. They must acquire the views of others, but they must reflect on those views and apply them in their own way. Training must not stamp out personality."

47. *Central Model School.*—This large school, numbering some 900 pupils, is a practising school for the Training College and under the control of the Principal. The expenditure on the school rose to Rs. 33,240; fees contributed Rs. 15,862, or nearly half. Structural improvements have been made to the boarding-house, and servants' quarters provided. The work of the staff is favourably reported on, and the examination results showed improvement.

48. *Normal Schools.*—The number of students in the five Normal schools increased from 365 to 371. The expenditure on them increased from Rs. 69,603 to Rs. 72,652: the increase was due to the grant of grain compensation allowance and to a change in date of certain payments. Some difficulty is experienced in obtaining candidates for stipends; the Rawalpindi Inspector remarks that "as a rule, students who can find no place in any other branch of service join a Normal school." All students who pass find employment on pay ranging from Rs. 10 to Rs. 15. The schools are well reported on by the Principal of the Central Training College, but the agricultural instruction continues to be somewhat unpractical, owing to the want of land for the purpose. At the close of the year the Lahore Zamindari class was abolished, which entailed a redistribution of stipends. The teaching work was allotted on new principles which have rendered possible an economy of teaching power, and the staff of each Normal school has been curtailed by one. The Model School at Rawalpindi was amalgamated with the Primary classes of the adjoining Government school, also in the interest of economy.

An interesting experiment was tried for the first time in the Gurdaspur district, by the institution of a training class for teachers of Lower Primary schools. The class was attached to the Kalanaur Middle school, and placed under the supervision of the Headmaster. At the close of the year 19 students were under training, and the experiment promises well. The cost of the class is defrayed by the District Board.

49. *Normal School for Women, Lahore.*—The number of students fell from 37 to 25, and the expenditure from Rs. 14,036 to Rs. 11,218. The decrease is due, as explained in last year's report, to the exclusion of students who were not educationally qualified to be trained as teachers : under the former system of indiscriminate admission the school fulfilled no object. 20 candidates were sent up for the Vernacular Teachers' Certificate Examination, of whom 11 obtained full certificates. The stipend, Rs. 6 to 8, is thought too low to attract students from out-stations, and school managers have not as yet supplemented the Government stipends. The transfer of the school to quarters adjoining the Victoria School has proved very advantageous. The new building has been secured on a long lease, and is being renovated and improved by the Public Works Department. The time-table and course of studies have been reorganised under Miss Francis' advice : more time is now given to the practice of teaching. The school is still in embryo, and development will be gradual.

50. *Other Training Classes.*—During the year 22 candidates from other institutions were sent up for the Teachers' Certificate Examination, 10 of whom were successful. At the close of the year, 17 girls were under training at the Municipal Board School, Amritsar, 12 at the Christian Girls' School, Amritsar, 2 at the Alexandra Girls' School, Amritsar, 15 at the American Presbyterian Mission Girls' School, Gujranwala, and 8 at the American Mission Girls' School at Sialkot. Stipends to the value of Rs. 1,427 were drawn on account of these candidates.

51. *Training Classes for Europeans.*—The Training Class at Sanawar for male teachers had 15 students; 11 were from the Punjab and the remainder from the Central Provinces and United Provinces. The results of the examination held towards the close of the year were satisfactory, and employment was readily obtained for those who obtained certificates. At St. Bede's College and Auckland House, both at Simla, 40 students were under training. There were no failures at the final examination. All three institutions are doing excellent work.

Chapter VII.—Special Education.

52. The special education dealt with in this chapter is imparted in institutions preparing for the legal, medical and veterinary callings; in engineering classes and the Mayo School of Art; in clerical and commercial classes ; and in various schools which combine industrial and general teaching.

53. *Law College.*—The numbers have risen from 154 to 205, of whom 167 were Hindus and 36 Muhammadans. The expenditure, Rs. 15,657, was entirely met from fees. The results of the LL.B. Examination showed no improvement, only 29 passing out of 83. The college has still no building of its own, and the classes were removed from the Forman College to hired rooms in the Bharat Insurance building. Since the beginning of the summer session a full-time staff of a Principal and two Professors have been appointed, and a building will shortly be provided.

54. *Medical College and School.*—As the first year students reading at the Government College are no longer shown upon the rolls, the college numbers have dropped by 47 to 189. There are 13 women students, but none reading for University degrees. "They are affected", says the Principal, "by the recent changes in the medical regulations, for, up to the present, no college has started science classes for women, and the passing of the Intermediate Examination

in Science is now a necessity for the University class in the Medical College." For the reason given above, the number of Government scholarship-holders has fallen by 9 to 55, though scholarships from other sources have increased by 4 to 18.

The total expenditure from every source was Rs. 1,01,258 on the college and Rs. 43,746 on the school, to which Provincial revenues contributed Rs. 84,139 and Rs. 32,384, respectively, less by Rs. 10,428 and Rs. 2,333 than last year. The decrease, which is only apparent, is due to the omission of the pay of the Chemical Examiner from the college returns, and the reduction of the number of Government stipend-holders in the school. One Professor of Pathology and three Assistant Surgeons have been added to the staff. Two more professorships have been sanctioned by the Secretary of State. The Principal, Lieutenant-Colonel Perry, C.I.E., has been absent on furlough throughout the year, and Major D. W. Sutherland has officiated.

Examination results have been good, especially in the school, but less so in the College final examination, which, the Principal says, "is becoming increasingly difficult every year owing to the wide range of subjects covered and to the rapid progress of modern medicine and surgery in all their branches." The removal of the office of the Chemical Examiner elsewhere has freed space for museums of Materia Medica, Midwifery and Hygiene which will be equipped out of special grants. The Principal expresses a hope that the separation of the school from the college may soon be carried out.

55. *The North India Medical School for Christian Women, Ludhiana.*—The report brings the record of the school up to 31st October, 1908. The school takes girls over 17 years of age who have read up to the Anglo-Vernacular Middle School standard, and trains them for medicine, compounding, nursing, and midwifery. The number of students has increased to 51, who come from other parts of India besides the Punjab. Five of them had passed the University Entrance Examination. A promising departure has been made in opening a class for indigenous *dais*. The total expenditure on the school was Rs. 7,572, which included a grant of Rs. 2,301 from Provincial revenues.

56. *Vedic and Yunani classes.*—Lectures on the Yunani and Ayurvedic systems of medicine are given in the Dayanand Anglo-Vedic and the Islamia Colleges, Lahore; and at the Tibbia School, Delhi, surgery is taught to 66 of the 96 pupils, who are almost all Muhammadans.

57. *The Veterinary College, Lahore.*—The numbers have fallen by 9 to 252. This slight decrease is due to the discharge of unsuitable students. There were 200 candidates in the competitive entrance examination for civil students, of whom 29 were admitted.

The income rose by Rs. 521 to Rs. 14,239. The contingent expenditure rose from Rs. 13,358 to Rs. 17,974, chiefly owing to the dearness of grain, additions to the library, and increased water rate.

The annual examinations resulted in a satisfactory percentage of passes, the comparatively low percentage in the third year class of 109 candidates being attributed to the difficulty of giving individual instruction to so many lectures in parasitology, contagious diseases, and bacteriology adapted to the use of the Indian student, have been prepared. The Principal reports the need of extra accommodation, and considers that the large demand for veterinary assistants which the college is unable to supply, and the fact that a number of applicants have to be refused admission, establish a case for the starting of another Veterinary College in Upper India.

58. *The Mayo School of Art, Lahore.*—The numbers have fallen from 291 to 269, of whom nearly half are Muhammadans.

The expenditure on the school and boarding-house was mostly met from Provincial revenues: fees amounted to Rs. 473. The number of stipends has increased from 43 to 53, and the Principal thinks that local bodies might be induced to provide more stipends if the work and purpose of the institution were brought home to them.

The staff has lost Mr. Percy Brown, the Principal, who was transferred to Calcutta, and the blacksmith teacher, M. Ghulam Ali, died in August, 1908. The Vice-Principal, Sirdar Bahadur Bhai Ram Singh, took over charge in January.

The Vice-Principal was able to visit eight Industrial schools in the course of the year, which is a satisfactory record. During the year under report outside work was undertaken in connection with the decoration of the Commander-in-Chief's residence at Simla, and the designing of the new building for the Khalsa College. A large number of exhibits were sent to the Franco-British Exhibition: one gold medal, five silver medals, and two bronze medals were obtained. 17 students who left the school were employed as teachers of carpentry and drawing, and 1 as a draftsman. The scheme for the new Art workshops, which was sanctioned some years ago, is still delayed for want of funds.

59. *The Government School of Engineering, Lahore.*—The classes continued to be held in the School of Art, as a temporary arrangement, under the control of the Principal. The numbers decreased from 221 to 201 (121 Hindus, 48 Muhammadans, 31 Sikhs), owing to a limitation of admissions. The expenditure on school and boarding-house was Rs. 19,199, to which fees contributed Rs. 4,676 : the remainder, with the exception of Rs. 700 paid in local fund and private stipends, was met from Provincial revenues. 108 out of 120 candidates were successful in the University examination. The qualifications of students who pass through the school are not at present considered by the Public Works Department to be up to the standard required, the instruction of so large a number being necessarily rather superficial: hence with a view to increased efficiency, and certainty of employment, it has been decided in future to limit admissions to fifty students annually, to be chosen by a competitive entrance examination conducted by the Public Works Department. The transfer of the institution to the latter department is in contemplation. Instruction in carpentry was introduced during the year.

60. *Dayanand Anglo-Vedic College Engineering classes.*—These classes, which are under the charge of an Assistant Engineer and two teachers, numbered 153 students, or nearly double last year's attendance. 51 out of 52 students passed the University examination. The expenditure was Rs. 2,793, which was wholly defrayed from fees.

61. *Victoria Diamond Jubilee Hindu Technical Institute, Lahore.*—The number of students fell from 62 to 58, all Hindus and Sikhs. The expenditure rose from Rs. 6,853 to Rs. 18,098, of which fees contributed only Rs. 447, and Provincial and Municipal grants Rs. 2,300. The institution is wisely concentrating its energies on instruction in mechanical engineering, with a little carpentry. It is well supported by subscriptions, possesses a valuable site and buildings, and is doing useful work. Improvements have been made in the buildings and plant.

62. *Railway Technical School, Lahore.*—The school numbered 327, against 340 last year. The expenditure was Rs. 10,469, showing an increase of Rs. 781 : fees contributed only Rs. 290. Industrial training in carpentry and metal-work is given, together with general education in the vernacular. The pupils are mostly sons or relations of railway employés, and on leaving obtain employment in the railway workshops, or continue study in the Mayo School of Art. There is much scope for development on the technical side, and proposals for more special instruction in metal-work are under consideration. A class for the blind is held in the school premises: there were seven pupils, learning canework, as well as reading, writing, and arithmetic, on the Braille system.

63. *Board Industrial Schools.*—Industrial schools are maintained by local bodies at Delhi, Hissar, Rohtak, Ludhiana, Amritsar, Muzaffargarh, Maghiana, and Chiniot. Most of the pupils are sons of artisans, who pay no fees, and boarding expenses are sometimes paid as well. In addition to general education, carpentry (with drawing) is the chief subject of nstruction : a pottery class has been tried at Delhi, six boys learn weaving at Hissar, and *chatera* work is practised at Amritsar. It is noticeable

that there are no industrial schools at centres of carpentry like Hoshiarpur and Sialkot. There can be no doubt as to the advantage of teaching boys to use their hands as well as their heads ; but the best way of giving effect to this principle is probably to introduce some form of manual training or industrial work into the curriculum of ordinary schools, instead of confining it to the schools which are labelled industrial. Apart from the general aim, an industrial school may be regarded as a means of providing a superior type of artisan, or of recruiting the ranks of skilled labour, or, thirdly, of introducing a new industry into an industrially backward district. It is to be feared that the present industrial schools, in so far as they impart general education gratuitously, tend rather to lure away the carpenter's son from his paternal craft than to make him a better carpenter ; and industries are so much hedged by caste and tradition that it is difficult for an outsider to secure a footing. But it may at any rate be granted that a school of carpentry is capable of doing useful work in a district where carpenters are scarce. The industrial school system advocated by the Salvation Army as suitable to India is that by which half the day is devoted to general education, and half to a wage-earning industry like weaving : the school thus becoming partially or wholly self-supporting. The subject deserves careful enquiry.

64. *Other Industrial Schools.*—The object of the Industrial schools conducted by missionary and denominational bodies is more purely charitable—to succour orphans and provide a means of living for destitute children. Under this head may be ranked the Arya orphanages at Bhiwani and Ferozepore and the Mission schools at Gurgaon and Gujranwala, in which various industries, such as carpet-weaving, sock-knitting, lock-making, shoe-making, and tailoring are taught. The Mission Girls' School at Pasrur had 94 pupils, who are taught domestic occupations; and at the Salamatpur school embroidery and lace-making are the special subjects of instruction. The latter institution has some deaf and dumb pupils who learn basket-making. No mention has been made by the Jullundur Inspector of the starting of a weaving school at Ludhiana by the Salvation Army, an interesting new departure which is possibly destined to have important results.

65. *Commercial Education.*—This is given in one special institution—the Government Clerical and Commercial School at Amritsar—and in classes attached to a few Government High schools. The pupils learn book-keeping, type-writing, letter-drafting, etc., in place of history, mathematics, and a classical language. The classes are not popular as yet, and are chiefly attended by boys who mistrust their chance of passing the matriculation examination, and wish to qualify for Government service by an easier test. The Amritsar school had 30 pupils at the close of the year : the Inspector's report is unfavourable.

66. *Evening Continuation Classes.*—Classes for both sexes were, as before, conducted in Lahore, under the supervision of the Young Men's Christian Association and Young Women's Christian Association, chiefly in clerical and commercial subjects. These classes are intended to provide men and women who are employed during the day with a means of improving their qualifications. The men's classes contained 75 students, the women's 45. The net cost to Government of the former was Rs. 7,793, and of the latter Rs. 3,875. The advantages offered by the classes seem to be much appreciated.

Chapter VIII.—Female Education (Indians).

67. *Number of schools and scholars.*—The total number of schools has increased from 607 to 625, and of scholars from 23,588 to 24,916. The increase is chiefly in the Lahore division, where five Middle schools were opened during the year, and in Multan, where the number of Primary schools rose from 52 to 66. Rawalpindi again shows a fall, both in schools and scholars, which is attributed partly to the prevalence of fever. The Inspector notes : "As last year, it is the classes of the lower stage that have lost. The attendance in the upper primary stage has much improved. This is a matter for congratulation." In this division two-thirds of

the girls' schools teach Gurmukhi: the proportion of such schools in other divisions is comparatively small.

68. *Comparison of districts.*—Amritsar, Lahore, Rawalpindi and Sialkot have the largest attendance of scholars: Hissar, Karnal, Ambala, Dera Ghazi Khan, Lyallpur and Kangra are backward. Jhang stands foremost in the Multan division, and in the Delhi division, Rohtak has the largest number of schools.

69. *Secondary schools.*—The comparatively large increase of Secondary schools is a satisfactory feature of the year, 26 being now in existence as compared with 21 last year, in addition to the Victoria May School and the Convent School at Lahore for girls of the higher classes. In Delhi the Indarparastha girls' school is said to be the best. The Inspector writes: "Besides the teaching of ordinary subjects, needlework, kindergarten methods, drawing, physical drill, and kindergarten games are taught there in a highly satisfactory manner. The school owes its efficiency to two European ladies belonging to the Theosophical Society." In Jullundur the Kanya Mahavidyalya school and the Dev Samaj school at Ferozepore are highly praised. In Rawalpindi the Sikh community has started an Anglo-Vernacular school called the Sikh Kanya High School, which already has 200 pupils on its rolls. The attendance in the primary department of the Municipal Board Hindi Middle School at Multan has gone up from 184 to 259. The Victoria May *Purdah* School at Lahore has made a satisfactory start, and has now some 40 pupils in attendance. A good building has been secured, to which a boarding-house is attached. The Convent School has an attendance of 64 Hindus and Parsis, and the numbers in the Victoria School and branches in Lahore city have increased from 844 to 870. The Victoria School now serves also as a practising school for the Normal School which adjoins it, and thus at last fulfils one of the functions for which it was intended when its building was repaired by Government and lent to the Punjab Association. The question of a suitable curriculum for girls' secondary schools will shortly be taken up.

70. *Instruction.*—The Inspectress reports as follows:—"Needlework is on the whole receiving very fair attention. Provision for the teaching of this subject is still needed in some of the schools, but where taught, and it is being regularly taught in most of the schools, the subject forms a prominent part of the curriculum, though there is a tendency to learn many kinds of work without attaining any degree of efficiency or neatness in any of them. Indian girls have a great idea of design and beauty of form when their taste is a little educated; they evolve most beautiful patterns and combine with harmonious effect. This is particularly noticeable in the silver embroidery on velvet, in which no arbitrary lines are laid down, and yet the resulting design is made up of beautiful curves and conveys the idea of 'unity in diversity.' The best school of needlework in this province is the Suzenkari School at Gujrat where even the tiny children in the Infant class do Peshawari back-stitch embroidery with even and small stitches. Mission schools teach plain sewing well, but Indian girls are inclined to look upon needlework as an accomplishment rather than as an art of utility. With this view of the subject before them they naturally prefer embroidery, net-work, tinsel applique, knitting, etc., to plain sewing. The *chobe* work done in Amritsar and its district is particularly noticeable. Rawalpindi is remarkable for its beautiful *kashida phulkari* work, and in Lahore and Delhi net-work embroidery entirely in white is particularly well done. In the Jullundur Basti schools Pathan embroidery in black, red, and green floss silk is very well worked." In Rawalpindi, however, *kashida* is said to be giving place to inartistic wool-work, and in Lahore the Inspectress regrets that "the Arya Samaj schools do nothing to keep up the beautiful and artistic embroideries of India, but follow instead the most inferior kinds of European work." Physical training is unfortunately seldom imparted in girls' schools. The Inspectress writes: "This is not at all a popular subject in girls' schools, as many parents think drill or any kind of rhythmic and regular exercise rather too much like the posing of dancing girls, and so object to their children being taught even action songs. This feeling is particularly strong in the outlying schools. They do not, however, object to swinging, skipping, etc., which provide healthy exercise. Both Swedish and musical drill are very well taught in the Kinnaird and Alexandra schools, and are attempted in most Mission schools. In many of the Primary schools space is so restricted that there is no courtyard or protected roof where the children can run about. Domestic economy is taught practically in most of the boarding schools, and is learnt from books with no practical application in most Vernacular Middle schools. A new and very much simplified text-book is being prepared by Miss Staley, M.B., and she is arranging to give a set of lectures at the Lahore Normal School, so when the teachers have a wider grasp of this subject and learn to appreciate the necessity of

scrupulous cleanliness and obedience to the laws of health, there will be more chance of its being intelligently taught in schools. Geography is one of the worst taught subjects of any in the curriculum. Nothing is done to widen the knowledge of the girls of the countries about which they read, geography being confined to lists of names which are hunted up on the map."

71. *Training of teachers.*—The short supply of teachers still remains the greatest obstacle in the way of female education. The Inspectress writes:—"The greatest demand is for Hindu teachers of two kinds, firstly Gurmukhi teachers for ordinary Primary schools, secondly Nagri teachers for Hindu Middle schools, as this is the language preferred by most Hindus who desire more than the elements of education. It is unfortunate that girls are so unwilling to leave their homes to take up work as teachers, as this makes it very difficult to provide the district schools with trained mistresses. Amritsar women are the best in this respect, as they seem to have more independence of character and usually turn out good managers of schools. In the Normal School many of the girls really only want to continue their education in a *purdah* school and do not much care to become teachers at all, so unless they can get posts in their own quarter of the city they do not take up teaching work."

72. *General remarks.*—The year has been one of progress, perhaps more progress than the figures of attendance would indicate. Old prejudices are breaking down: people are becoming more ready to send their girls to school, to keep them there to a later stage, to pay fees for their education, and even to send them to live in boarding-houses. Thus at Keroo, in the Amritsar district, the Sikh Jats have purchased land for a boarding-house which is to be constructed shortly; a number of girls already live in a house secured for this purpose. The co-education of girls and boys in Indigenous schools is making some way in Multan. But want of teachers, irregular attendance, and premature withdrawal of girls from school are still obstacles to female education. It may also be questioned whether the practice of granting small scholarships to girls almost indiscriminately, in order to induce them to continue their education beyond the primary stage, is not bad in principle and a hindrance rather than a help to true educational progress, inasmuch as it tends to keep alive the idea that education is not worth obtaining for its own sake.

Of the general aspect of the education of girls the Inspectress writes:—"The ideal of education in Indian girls' schools is changing in character. Arya schools try to hark back to the ideal of Hindu womanhood as illustrated by Sita, and therefore in their Middle schools aim at making girls efficient housewives with strong religious principles, but without much culture or intelligence or development of character. Muhammadans, on the contrary, do not care much about household duties, but aim at making their girls cultured women, and pleasant companions. Any curriculum which does not take into consideration what a girl's future is to be and train her to act rightly, and give her a strong sense of duty is faulty. The length of school life naturally determines the curriculum, and in India many children leave school before any of their faculties except perception, memory, and a certain amount of imagination have had time to develop. It has been said that throughout the nineteenth century the mistake made in education was that it was entirely the education of the intellect, whereas that of the twentieth century will be the education of the feelings, for from these right action springs. In Indian schools this is particularly noticeable, as the girls turn into dreamy unpractical women with no idea of how to act for themselves or form correct judgments; so it is to be hoped that schools will begin to take this into consideration and give more attention to subjects in which the children have to do something for themselves and at once apply the knowledge gained."

Chapter IX.—Education of Europeans.

73. *Number and distribution of schools and scholars.*—The number of public and private schools remains unaltered. There are 31 public schools, with 2,296 pupils, as compared with 2,285 last year; and two private schools, with 19 pupils. Of the 31 public schools seven are for boys only, fourteen for girls (admitting, in some cases, boys up to the age of 10), and ten for both boys and girls. All except the Sanawar Asylum (containing two schools) are aided institutions.

A census was taken during the year of the children of European or Eurasian parents resident in the Punjab, who are attending Punjab schools. Excluding soldiers' children, for whom there are special schools at Sanawar

and Murree, the total number of such pupils was only 1,297, of whom 465 were children of Government servants, and 399 of Railway employés. It may be inferred that the provision of schools for European children should not be difficult or expensive, if there were more concentration of effort and if religious differences were less pronounced.

74. *Expenditure.*—The expenditure on establishment and contingencies amounted to Rs. 2,46,895, as compared with Rs. 2,85,022 last year. Expenditure on buildings, scholarships, boarding-houses, etc., including teaching institutions, fell from Rs. 5,97,562 to Rs. 4,26,828. The decrease is due to retrenchment in expenditure on buildings: it was inevitable that the high expenditure of recent years could not be continued in the altered financial circumstances of the province. The income from fees decreased by Rs. 5,240. The total expenditure was met from the various sources in the following proportions:—

	All Schools.	*Aided Schools.*
	Per cent.	Per cent.
Imperial revenues	9·4	...
Provincial revenues	52·7	59·7
Fees	27·1	28·1
Other sources	10·8	12·2

Subsidies from the railway systems in the Punjab defrayed about Rs. 10,000 of the total expenditure. The net cost to Government of European schools was Rs. 3,03,975, against Rs. 4,61,222 last year; about one-third of this amount came from Imperial funds.

75. *Examinations.*—The examination results were below those of the previous year, especially in the Middle School Examination. The large proportion of failures in the latter examination was due to the appointment of more competent examiners: in past years there had been undue leniency. The Inspector notes that the restriction of the Primary School Examination for scholarships has resulted in a tendency to push a few pupils and neglect the rest. The question of sending pupils for the Cambridge Senior Local Examination is now being considered: as yet this examination has not gained a footing in the province.

76. *Curriculum.*—There appears to be a general opinion that the course of studies needs revision. The Inspector writes:—"The neglect of Indian History in the lower classes, an undue emphasis on language branches, an indefiniteness in the geography course, an unwise introduction of too many subjects in the V standard, are amongst the defects noticed." It is possible that the present scheme will have to be recast, but in the varying circumstances of the schools no scheme is likely to meet with universal approval.

77. *Important changes.*—In the *Lawrence Military Asylum, Sanawar,* the staff has been largely increased, and teachers from the Training Class have been appointed to the newly-sanctioned posts in the Boys' school. The scheme for a new infectious hospital has made no progress. The fees in *Bishop Cotton School* have been raised to a uniform scale of Rs. 350 and Rs. 400 for boarders, and the financial position of the school is now fairly sound. Important changes have been made in the staff of the *Lawrence Memorial School, Murree;* under the new *régime* steps are being taken to economise expenditure. A scheme is on foot to combine the Boys' Orphanage at Lahore with the Cathedral High School, for instructional purposes.

78. *Miscellaneous.*—A great deal has been done for the building and equipment of the schools during the past few years. The annual grant of Rs. 27,000 from Imperial funds has materially improved the salaries and qualifications of the teachers employed. In 1905-06 there were 96 qualified teachers, whereas now there are 123. The policy for the future will, it

is hoped, be in the direction of economising available funds, rather than incurring new expenditure. The wastefulness of the present system can be gauged from the fact that there are now 14 High departments for 133 pupils, and that the average number of pupils per teacher is only 12. It is obviously impossible for schools without resources to maintain Secondary departments for the sake of two or three pupils; but managers are slow to realise this, and expect Government to extricate them from debts so incurred.

Chapter X.—Muhammadan Education.

79. *General figures.*—The number of Muhammadan boys at public institutions rose by 2,396 to 89,564, that of Hindus by 4,132 to 105,661, and of Sikhs by 1,767 to 26,703 The rise in Muhammadan numbers has been some 500 greater than it was last year, that among Sikhs 922 greater, while the Hindu progress has been practically the same. Public institutions of various kinds share the Muhammadan advance; and the fall in the number in Industrial schools is common to all three communities. In these, however, as in the Oriental College, in Medical and Special schools, and in the Mayo School of Art, Muhammadans predominate over other communities. The percentage of boys of school-going age attending public institutions has risen in all three communities. It is now 10·3 for Muhammadans, 16·5 for Hindus, and 20·8 for Sikhs. If private institutions are included, the proportion of Muhammadans is somewhat greater.

The number of Muhammadan girls at public schools has risen by 488 to 7,330, of Hindus by 988 to 13,287, while that of Sikhs has fallen by 47 to 3,834. Anglo-Vernacular education is rapidly growing in favour amongst Muhammadans. The increase in the numbers of Hindus and Sikhs in the Anglo-Vernacular secondary stage is much the same as last year, but amongst Muhammadans it has more than doubled.

80. *Results of examinations.*—The number of Muhammadan successes in the higher University examinations has shown a marked increase, the passes in the Intermediate examination being 93 as compared with 53, and in the B. A. examination 35 as against 23. No Muhammadan candidate obtained the B. Sc. or M. Sc. degree, and only six passed the Intermediate examination in the Science Faculty, figures which indicate a disinclination among Muhammadans to study this subject. Only six Muhammadan candidates passed the Medical examinations, while 31 passed the examination in Engineering.

81. *Progress in the different divisions.*—Progress has been greatest in the Lahore division. Of 6,169 Muhammadan boys in the Anglo-Vernacular Secondary classes of the province the Lahore division accounts for 2,585. The proportion of Muhammadan boys of school-going age in the secondary classes of Anglo-Vernacular schools is lowest in Multan and Rawalpindi. The Inspector of the Rawalpindi division attributes this as before to want of means rather than to apathy. "As a rule," he says, "Anglo-Vernacular schools are situated in large towns where the population of Muhammadans is generally smaller than that of other communities, and mostly consists of labouring and menial classes, who neither can spare their sons nor can afford to pay for the luxury of English education. In villages the bulk of the population in this division is Muhammadan; and most of them are agriculturists who are unable to defray the expenses of living in large towns and of English education." As might be expected in such circumstances, the proportion of Muhammadan boys of school-going age in the primary stage of instruction is somewhat higher in the Rawalpindi and Multan divisions than elsewhere.

82. *Special measures of encouragement.*—In all the divisions special "Victoria" scholarships are reserved for Muhammadans; and except in the Rawalpindi and Lahore divisions the number of Muhammadans holding these scholarships has risen generally. In the competitions for open scholarships the Muhammadan community appears to hold its own. Apart from official encouragement by scholarships and fee concessions, the Lahore Inspector records private enterprise in the

way of maintaining schools, founding scholarships, stipends, medals, prizes, providing for the destitute orphans of the community, and arranging for pecuniary aid to poor students. At the opposite extreme stands the Rawalpindi division where, says the Inspector, "the Muhammadan population predominates, but it is to be regretted that they still take little interest in the cause of education." This is doubtless attributable to the difference in the wealth, position, and enlightenment of the Muhammadans in the two areas.

83. *Muhammadan schools.*—Special schools for Muhammadans are distributed over the province in the proportions which the above comments would lead one to expect. There is only one Islamia High school in the Rawalpindi division, "and even that," the Inspector reports, "is not well managed for lack of interest and funds In the Lahore division there are three thriving High schools, at Lahore, Amritsar and Qadian, "the first named of which," says the Inspector, "continues to teach the largest number of scholars of any public school in the province." There are two smaller High schools in the Jullundur division and one Islamia boarding-house at Jullundur. At Delhi a liberal Government grant has rendered improvements possible in the Anglo-Arabic school, where the numbers have risen by 178 to 535. Stipends are awarded from a special fund. The Shahzada High School, Delhi, nominally maintained for the benefit of the children of the Moghal family, shows a corresponding decline. Its numbers have fallen from 125 to 107, of whom only 59 are Muhammadans, and in April, 1909, it ceased to be a recognised school. Delhi has also a large Muhammadan Primary school, and Indigenous Muhammadan schools are scattered over the division.

84. *Education of girls.*—The rise in the aggregate number of Muhammadan girls under instruction in public schools is due to an increase in the Lahore, Multan and Jullundur divisions, while there is a slight fall in the Delhi, and a greater one in the Rawalpindi division. Here, again, the Lahore division is the most progressive and has the largest number under instruction, but the proportion of girls of school-going age being taught—1 in 56—is not as great as in the Jullundur division, where it is 1 in 50.

Chapter XI.—Education of Chiefs, etc.

85. *The Aitchison College.*—The number of pupils at the Aitchison College, the only institution in the province for boys of the higher ranks of society, increased from 86 to 98, four of whom were studying in the Government College. From the list appended to the Principal's report it is clear that the boys are of good family and social status generally, and the inference may be drawn that parents of this class are now alive to the advantages which the college offers, and that an increasing demand for admission is to be expected. The Principal thinks that any great increase of numbers will not be beneficial without an increase of staff and accommodation. The average age of the boys admitted was ten years and eleven months. The attendance was slightly better than last year. The health of the college was good on the whole. Of four boys who entered for the Diploma examination, three were successful. An old boys' meeting was held in April at which about thirty were present, and the interest taken by former students in the welfare of the college has been shown by donations. The college was visited by Mr. Giles, officiating Director-General of Education, whose report was very favourable.

86. *Education of gentlemen of rank.*—The statistics submitted by District Inspectors relate to boys belonging to families mentioned in Griffin's and Massy's compilations. Of 317 boys of school-going age only 17 are said to be receiving no systematic instruction: 292 are being educated in schools and colleges. The higher classes of society evidently appreciate the advantages of school education.

Chapter XII.—Private Schools.

87. Private schools, *i.e.*, all such teaching institutions as are not departmentally recognised, have, as usual, declined in number: 2,699 are shown in the

lists compiled by patwaris, as against 3,313 last year. The figures, however, are not reliable; in the case of two districts last year's figures are given.

The term includes a number of miscellaneous schools which are roughly classified. "Rote" schools, *i.e.*, schools in which religious books are taught by rote to children of both sexes before they attend regular schools, number 1,860, or two-thirds of the total: most of these schools are for Muhammadan children learning the Quran, and they are distinct, in object and character, from schools for general education. The Mahajani or Hindu commercial school is another popular type which imparts a narrow technique on rules of its own, and hence is difficult to bring into the departmental scheme. These schools exist chiefly in the Lahore, Jullundur and Delhi divisions: the districts of Gujrat and Jhelum are without them. "Advanced" schools teaching a classical language (Arabic, Persian or Sanskrit) have fallen in number from 208 to 169: these schools are numerous in the Multan and Lahore divisions. Most of the remaining schools are classified as "elementary schools teaching a vernacular." Every effort is made to bring such schools under the grant-in-aid system, and a large number annually are examined with a view to the award of grants. Among miscellaneous private schools the Multan Inspector notices an Urdu night school in the Dera Ghazi Khan district, where elementary education is given to 23 agriculturists and labourers.

Chapter XIII.—Education in Native States.

88. *Number of schools and pupils.*—The statistics show an increase of 25 Secondary, Primary and Special schools, and of 1,346 scholars in them; but a decrease of 30 Indigenous schools, with 1,055 pupils. It would seem from this that there has been no marked progress.

89. *Examinations.*—Patiala and Kapurthala sent up the largest number of candidates for University examinations: nine passed the B. A. and one the M. A. Examination, from the former State. Bahawalpur also sent in candidates, but with little success. In the Vernacular Middle School Examination 33 out of 37 boys passed from Kapurthala.

90. *Inspection.*—A number of schools in the smaller Native States were, as usual, visited by the Inspectors of Schools in the adjacent divisions. The schools were in fair order, and the attendance had generally increased; but the instruction suffered in many cases from the want of qualified teachers.

91. *General.*—Except in Kashmir, which does not come within the scope of this report, there does not seem to be any conspicuous educational development to record. The Simla Hill States are gradually opening schools, but progress is slow. The proportion of scholars to children of school-going age is 1 in 26, as compared with 1 in 10 in British territory.

Chapter XIV.—Discipline and Moral Training.

92. *Moral training.*—Progress in this respect cannot be gauged yearly by any definite test, and the opinions of inspecting officers are somewhat conflicting. The Inspector of the Delhi division, Lala Shiv Dayal, thinks that managers as well as teachers have now begun to realise the importance of moral training, and that the general tone of schools is all that can be desired. He suggests that a text-book on ethics should be prescribed for training institutions. The Jullundur Inspector confines himself to saying that the tone and discipline of the schools were satisfactory at the annual inspection, and that the true lessons of morality are learnt in the boarding-house and play ground. The Lahore Inspector writes:— "Of the moral training which our schools are supposed to provide I regret to say I have but a poor opinion in many cases, and as a matter of fact I have had to upbraid teachers for directly inculcating deceit, untruthfulness,

disorder, and the like by their example." Lala Sheo Lal, the Multan Inspector, is almost equally pessimistic. Admitting that outward discipline remains as good as before, "our present system of education leaves the moral side of child nature very much to take care of itself. What we want is a special place for constructive moral training in our curricula, and earnest teachers with high ideals and noble aspirations—teachers whose personal example and carefully thought-out precepts would mould the plastic nature of our young ones into thoroughly good and loyal British citizens. As things exist now, I find it extremely difficult to pick out any teacher of the division who has made the healthy moral development of his pupils a special aim. On the other hand, I can readily cite cases in which teachers of even Government and Board Secondary schools have grossly abused their prestige and position." M. Umr-ud-din thinks that "a majority of teachers seem indifferent towards the life of pupils outside the class-room." He is especially struck by the pupils' lack of a spirit of reverence, especially in Anglo-Vernacular schools, and has issued a circular dealing with conduct and manners, besides asking his subordinates to see that the school-work begins with small discourses in easy vernacular language on simple virtues.

It is easy, of course, to point to the defects of the average school, considered as a moral agency, especially if the teacher's own conduct leaves much to be desired; and there seems to be a widespread opinion that school education in the province is doing less than it might do to form character. But the problem of combining moral with secular instruction without trenching on religious teaching is not peculiar to India, and a solution under existing conditions is not easy to suggest. The ethical value of a moral text-book studied as a school task may amount to little or nothing: the delivery of moral discourses to order is a responsibility to which few teachers can do justice. Meanwhile it may be conceded that the absence of direct moral teaching does not necessarily mean that the influence of the school is non-moral: good habits are insensibly formed in a well-regulated school under a strong and conscientious headmaster. Such habits as industry, truthfulness, obedience, punctuality, and unselfishness are, or ought to be, the products of ordinary school discipline, and many of the schools in the province are honestly striving to fulfil this ideal. The charge which is most commonly levelled against the educational system is that it leads the younger generation to despise the counsel of their elders and to abandon standards of behaviour sanctioned by tradition and authority—a tendency partly due to barren teaching, which imparts information without enabling the student to realise the extent of his ignorance, and partly to the weakness of parental control. Hence the spectacle of the immature youth, undisciplined in thought and action, falling a ready prey to the agitator and anarchist. Teachers and taught need to realise that the greatness of a nation is built upon character and principle, not on examination results.

Among the means adopted for enforcing discipline and improving "tone" in schools are the appointment of class and boarding-house monitors, organised games, students' clubs, and the residence of school boys and college students in supervised hostels. Good-conduct registers are maintained in all recognised schools.

93. *Temperance Teaching, etc.*—Bhai Sant Singh, representing the Amritsar Temperance Society, gave several lantern lectures in schools which were much appreciated. The thanks of the Department are due to him. Every effort is made to prevent the sale of cigarettes, etc., to school boys. Of cigarette smoking the Rawalpindi Inspector says: "I cannot say we have succeeded to any great extent in putting down the evil. The parents generally seem to be quite callous." Temperance Societies exist in some schools, and a chart explaining the evil effects of smoking on the young has been issued.

94. *Physical Training.*—Drill and gymnastics are systematically taught in all schools. Itinerant district instructors visit the Vernacular Primary and Middle schools, and most of the Anglo-Vernacular Secondary schools have their own instructors, some of whom are very efficient. Teachers with gymnastic certificates assist. *Desi kasrat* continues to be popular. Among district instructors M. Fateh Singh, of Amritsar, is noticed as especially enthusiastic, and the instructors in the Jhang district are also praised. School games suffer from the

lack of play grounds, and teachers who interest themselves in games are rare. District and divisional tournaments were held throughout the province, the successful schools in the divisional tournaments being the Government High Schools at Karnal and Jullundur, the Khalsa School, Amritsar, which "put splendid teams into the field and carried off every trophy but one," the Church Mission School, Multan, and the American (U. P.) Mission School, Rawalpindi. Too often, however, it is not fully realised that the production of a champion team, or the exhibition of a set piece in gymnastics by selected pupils, is not proof that the physical development of the pupils generally is being properly attended to. Exercises with dumb-bells and Indian clubs, in which all can join on equal terms, might advantageously replace the more difficult feats on gymnastic apparatus, and such apparatus need not form part of the equipment of Primary schools. The protective side of physical education also deserves more attention. Proficiency in drill and gymnastics will not avail if the boy's general health is being undermined by bad ventilation and other insanitary conditions, and if his sight is being injured by insufficiency of light in school and boarding-house, as often happens. The advantage of medical inspection of schools is winning recognition in western countries, and in this country, owing to ignorance of the principles of hygiene, there is still greater need for it.

95. *Boarding-houses.*—Hostels attached to schools and colleges are a satisfactory feature of education in the Punjab. Many such boarding-houses have been erected or extended during the year under report, some by private enterprise. There can be no question that school boys who have no relative to live with are better off in supervised hostels than in such quarters as they may chance upon in the adjacent bazar, but the advantages, physical and moral, of residence in boarding-houses are apt to be over-rated: many of these buildings are overcrowded, insanitary, and imperfectly supervised. "Defects in boarding-houses", writes the Jullundur Inspector, "are partly responsible for the deterioration of eye-sight of our school boys. Such boarding-houses (as those described) cannot but ruin the sense of decency and self-respect of those who reside in them". The Multan Inspector also enumerates a number of defects which "affect most prejudicially the morals and the health of the inmates". Such remarks most commonly apply to the hostels maintained by local bodies: college boarding-houses are free from reproach, as are those of many denominational schools, mission and other. The fee per boarder varies from 2 to 8 annas: medical attendance is supplied in most cases, and food expenses are met from a common fund. A small allowance is paid to the resident superintendent, who is generally a teacher.

During the year under report an excellent house was acquired for the use of the boarders of the Government High School, Simla, and new boarding-houses were opened at Kanjrur, Sirsa, and elsewhere. A new building capable of holding 100 scholars has been erected for the Anglo-Sanskrit High School at Ambala. The provision of good school boarding-houses offers a wide field for private benefaction, and there is no reason why denominational and other bodies should not erect their own hostels in connection with the larger High schools, as has been done by the Anjuman Islamia at Lyallpur.

Chapter XV.—Educational Conferences.

96. A general educational conference was held shortly after the close of the year under report, and its proceedings may conveniently be included in an account of the year. As no conference had been summoned since 1903, it was surmised that the department had to some extent lost touch with public opinion: the programme, therefore, was framed less with a view to amendments of rules and pronouncements upon points of detail, than to eliciting opinion on the larger issues. Fifty-three representatives of interests connected with education were invited to attend: forty-six availed themselves of the invitation. The two days assigned for the conference proved far too short a period for discussing the various questions brought forward, but the discussion, so far as it went, served a useful purpose in clearing the air and in indicating

the trend of opinion. The question of the Vernacular language to be used in schools was debated at length, but without result in the form of a resolution. The following resolutions were passed :—

I.—That District Boards should be given the additional power of raising Primary schools to Vernacular Middle schools without reference to the department or to Article 459 of the Punjab Education Code.

II.—That School Committees in connection with Primary and Vernacular Middle schools should be encouraged.

III.—That in the opinion of the conference the department should consider whether the Code cannot be simplified and shortened.

IV.—That a uniform school-year ought to be adopted.

V.—That the conference is of opinion that the grant-in-aid rules as at present existing are stringent, and should be made more liberal in order to allow greater latitude in awarding grants to aided schools.

VI.—That the conference is of opinion that elementary education should be extended, and that private effort in the form of indigenous schools as a means of extending it should be encouraged.

VII.—That the curriculum of all schools in rural tracts ought to be the same.

VIII.—That the minimum pay of a village school teacher ought to be Rs. 15 a month, with a house or its equivalent, and that the pay should be incremental, rising by annual increments of Re. 1.

IX.—That in the opinion of the conference the number of hours of study is excessive, and that the number of subjects should be reduced, so far as is compatible with the giving of efficient intellectual training.

X.—That in Upper Primary classes of Anglo-Vernacular schools less time might be given to English than hitherto.

XI.—That English should not be a medium of instruction earlier than in the 4th High class.

XII.—That the Vernacular should be taught throughout the school course.

XIII.—That English might be taught as an optional subject in Middle schools.

XIV.—That the conference is of opinion that moral instruction should form a necessary part of the curriculum of all schools.

Resolutions II, VI and XIV are general recommendations, or statements of principle. The improvement of teachers' pay advocated in resolution VIII will, it is feared, be beyond the financial capacity of the District Boards to accomplish. Action is being taken on the remaining resolutions of the conference, which relate to the simplification of the Education Code, the institution of a uniform school-year, and a revision of the curriculum of studies. On the whole, there is reason to think that the conference of 1909 will bear fruit in salutary changes.

Chapter XVI.—Preparation and Distribution of Text-Books.

97. *Text-Book Committee.*—No change was made in the constitution of the committee, except that the Delhi branch sub-committee was reconstituted. The term of office of the members of the Peshawar sub-committee having expired, this sub-committee was not reappointed, its existence being considered unnecessary. During the year forty-five meetings were held, as compared with forty-one in the previous year. The general committee met eight times; thirty-seven sub-committee and special sub-committee meetings were held; and nine meetings fell through for want of a quorum.

98. *Publication of text-books.*—The question of the contract for the printing, publication and sale of text-books was considered during the year. The last contract had been extended to the 31st March, 1909. A special sub-

committee was appointed to deal with the question and advise the committee. After several meetings and much discussion it was decided that tenders should be called for. Three tenders were received, and it was finally resolved that the contract with Rai Sahib Munshi Gulab Singh and Sons should be renewed. The terms of the new contract are much more favourable to the committee, the public, and the schools than those of the old. The royalty, which, under the old contract, was less than Rs. 12,000, is now more than Rs. 20,000 a year: the price of all books with three exceptions is calculated at the uniform rate of 1,000 pages per rupee: the price of the Urdu and Gurmukhi primers has been fixed at six pies per copy; a discount of 10 per cent. on all orders of the value of Rs. 20 and upwards has been secured for the trade: and parcels of the same value will be delivered carriage paid at all railway stations in the Punjab and the North-West Frontier Province.

99. *Revision of text-books.*—At the beginning of the year the committee had in hand a number of manuscripts of readers and text-books prepared by the Text-Book Revision Committee. During the year these manuscripts were sent out for report, and the reports were in turn duly considered by the sub-committees. As a result, ten volumes have been published and prescribed for schools; ten others have been approved and are being seen through the press; the revision of nine manuscripts has been entrusted to selected specialists; and the remaining fourteen volumes are still under consideration.

100. *Recommendation of text-books.*—As in former years, text-books on every subject included in the curriculum have been received, reported on, and considered. The work in this direction has been marked by a more generous treatment of private authors and publishers than in previous years, and in many cases books have been prescribed as alternative with the committee's publications. Thus an Urdu Primer has been made an alternative reader with the committee's Qaida: two sets of readers published by English firms for Indian schools have been made alternative with the series published by the committee. Teachers are thus given a choice where before none existed. It is hoped that they will take full advantage of this and that monotonous and wearisome drill year after year in the contents of a reader which the teacher knows by heart will give place to intelligent lessons on the contents of new readers interesting alike the teachers and pupils. In some cases, as in dealing with text-books on history, the committee did not merely report on specimens submitted. It obtained copies of as many manuals as possible, and from a careful scrutiny of these endeavoured to discover the work most suited to the needs of this province. Thus out of sixteen works on Indian history, three were selected. Similarly, out of five works in English history, one was prescribed. Another feature of this year's work was the recommendation of supplementary readers for the middle classes of schools. The introduction of these books will enable teachers to give their pupils more practice in reading, while awakening at the same time a taste for the subject.

As a result of the committee's deliberations eighteen text-books and forty-nine maps, charts, copy books, etc., have been added to the list of approved text-books and apparatus.

101. *School Libraries.*—Throughout the year books dealing with certain aspects of the subjects included in the Scheme of Studies, or treating of those subjects in too great detail to permit of their being prescribed as text-books were, as hitherto, recommended for school libraries. But a new departure was made in the mode of selecting books for presentation to schools. Instead of books being selected and purchased at intervals throughout the year, all books recommended for presentation to schools were listed, and at the close of the year the library sub-committee made a careful selection of the most useful books from those recommended. The committee had provided Rs. 3,500 for this purpose; and of the fifty-seven publications recommended by the various sub-committees, thirty-one were selected for patronage. Books worth Rs. 997 were received before the close of the year, and others worth Rs. 2,529 had been ordered and were on the way. In addition, Srimati Susila Devi presented fifteen copies of the publication entitled "The Ideal of Hindu Womanhood" for distribution to girls' schools.

102. *Encouragement of Vernacula Literature.*—During the past year the committee was asked by the department to recommend authors or publishers who had helped in the production of good vernacular literature and whose services were specially deserving of recognition. Among those recommended by the committee were Lala Sri Ram, M.A., Sh. Abdul Qadir, B.A., Lala Raghunath Sahai, B.A., M. Mahbub Alam, and the Khalsa Tract Society, to all of whom the Punjab Government made awards from the patronage of literature fund. The Punjab Text-Book Committee has provided Rs. 2,000 for similar awards during the ensuing year.

103. *Text-Book Committee's Library.*—Four hundred and forty-one volumes were added to the library, and a complete set of the latest Orographical maps purchased. In order to afford teachers every opportunity of visiting the committee's library after school hours, the office is now open from 12 noon to 6 P.M. instead of from 10 A.M. to 4 P.M. and with a view to directing the attention of visitors to the latest educational publications, all specimens received are laid on the table for ten days before being sent out for report. As a result of these changes the library was more largely used by teachers during the past year than in any previous year.

Boxes of books were, as in former years, sent out quarterly to the Inspectors of divisions for distribution among the teachers at head-quarters.

J. C. GODLEY,
Director of Public Instruction, Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1908-09.

For Details, see General Table III.

Area and Population.				Public Institutions.							Private Institutions.			
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns and Villages.	Population.	Institutions and Scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
			Institutions — For Males...	10	4	296	3,408	5	23	3,746	168	2,022	5,936	Institutions to number of towns and villages. 18·08
			Institutions — For Females	...	2	44	600	1	11	658	1	508	1,167	3·55
97,272	Towns ... 171	Males ...10,942,705	Total ...	10	6	340	4,008	6	34	4,404	169	2,530	7,103	21·63
	Villages ... 32,663	Females 9,387,634												
	Total ... 32,834	Total ...20,330,339												
			Scholars... Males ...	1,860	578	71,683	149,542	371	2,468	226,502	3,710	35,413	265,625	Male scholars to male population of school-going age. 16·18
			Scholars... Females ...	...	53	3,806	22,672	25	726	27,282	85	9,584	36,951	Female scholars to female population of school-going age. 2·62
			Total ...	1,860	631	75,489	172,214	396	3,194	253,784	3,795	44,997	302,576	9·92

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(For Details, see

1			TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
			Collegiate Education.		*School Education, General.*		*School Education, Special.*		
			Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
			2	3	4	5	6	7	8
1. *Institution*	For Males		Rs. 3,12,848	Rs. 1,89,535	Rs. 14,40,256	Rs. 8,29,253	Rs. 72,652	Rs. 2,13,094	Rs. 30,57,638
	For Females ...		...	23,120	2,04,331	1,73,061	10,338	18,546	4,29,396
	Total ...		3,12,848	2,12,655	16,44,587	10,02,314	82,990	2,31,640	34,87,034
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.			6·74	9·92	28·55	1·72	4·70	7·17	58·80
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.			·03	·15	11·08	57·93	...	·57	69·76
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.			·69	1·17	40·35	30·82	...	2·32	75·35
(*d*).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.			5·63	3·82	29·58	18·03	1·49	4·17	62·72
3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions.	Cost to Provincial Revenues.		198 5 0	398 3 11	21 7 8	8 12 11	201 14 9	83 1 9	43 8 8
	Cost to Local and Municipal Funds.		...	13 7 7	0 0 9	0 0 5	...	...	0 5 9
	Total Cost		279 4 5	429 5 3	38 11 0	11 10 3	201 14 9	118 5 1	58 11 4
Local Fund Schools.	Cost to Provincial Revenues.		...	...	0 1 1	0 0 9	...	...	0 0 8
	Cost to Local Funds		...	...	5 1 11	5 11 2	...	18 3 0	5 10 11
	Total Cost		...	...	9 10 2	6 3 3	...	18 15 3	6 11 7
Municipal Schools.	Cost to Provincial Revenues.		...	...	...	0 7 4	...	...	0 7 4
	Cost to Municipal Funds		...	...	4 14 8	6 8 11	...	18 12 3	5 12 2
	Total Cost		...	...	12 13 8	7 15 1	...	19 10 5	10 7 8
Aided Institutions.	Cost to Provincial Revenues.		37 5 5	398 8 3	10 7 3	0 5 1	...	1 13 11	4 13 5
	Cost to Local and Municipal Funds.		2 7 2	...	2 3 4	2 3 1	...	3 2 3	2 3 5
	Total Cost		156 11 6	660 9 2	30 9 9	4 10 11	...	37 7 1	17 3 9
Unaided Institutions—Total Cost ...			105 15 5	94 14 3	18 8 10	3 14 10	...	36 2 8	20 7 4
All Institutions.	Cost to Provincial Revenues.		62 1 7	398 4 3	6 12 4	0 3 0	201 14 9	75 6 6	4 3 0
	Cost to Local and Municipal Funds.		1 4 8	13 14 8	3 7 11	5 0 0	...	9 14 1	4 6 9
	Total Cost		162 15 1	351 7 11	22 0 2	6 0 0	201 14 9	71 6 6	14 1 0

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1908-09.

General Table IV.)

Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,86,643	75,246	2,58,085	1,84,392	5,40,961	1,51,893	6,75,024	20,72,244	55,59,278
1,86,643	75,246	2,58,085	1,84,392	5,40,961	1,51,893	6,75,024	20,72,244	5,559,278
2·15	4·26	12·61	4·20	10·72	1·96	5·20	41·20	100
·03	...	2·54	4·79	14·55	4·89	3·44	30·24	100
...	...	1·23	4·57	11·59	1·78	5·48	24·65	100
3·36	1·35	4·64	3·32	9·74	2·73	12·14	37·28	100

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS.

CLASS OF INSTITUTIONS.	PUBLIC											
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education. — ARTS COLLEGES.												
English	1	383	406	345	...	...	...	...	4	640	665	598
Oriental	...	...	...	...	...	...	...	...	1	99	104	78
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	189	204	195	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching — For Males	2	197	201	183	...	...	...	...	...	...	...	...
Teaching — For Females	...	...	...	...	...	...	...	...	2	40	35	34
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
Total	4	769	811	723	..	...	...	...	7	779	804	710
School Education, General. — SECONDARY SCHOOLS.												
For Boys — High Schools	31	12,772	12,671	10,194	8	2,849	2,896	2,356	42	14,606	14,620	12,246
For Boys — Middle Schools — English	...	...	...	...	52	12,240	11,896	9,491	30	4,372	4,290	3,420
For Boys — Middle Schools — Vernacular	...	...	...	...	116	19,695	19,640	15,809	...	...	...	...
For Girls — High Schools	1	236	224	224	...	...	...	...	10	749	802	749
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	11	733	690	612
For Girls — Middle Schools — Vernacular	...	...	...	...	7	649	654	462	10	1,258	1,257	954
Total	32	13,008	12,895	10,418	183	35,433	35,086	28,118	103	21,778	21,659	17,981
PRIMARY SCHOOLS.												
For Boys	10	1,385	1,339	1,100	2,539	115,866	112,186	90,282	750	28,193	28,079	24,117
For Girls	...	...	...	...	430	14,981	14,475	10,816	154	7,000	6,801	4,926
Total	10	1,385	1,339	1,100	2,969	130,847	126,661	101,098	904	35,193	34,880	29,043
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION												
Training Schools for Masters	5	371	382	368	...	...	...	...	...	...	...	...
" " for Mistresses	1	25	29	26	...	...	...	...	...	...	...	...
Schools of Art	1	(a) 269	272	236	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	191	193	189	...	...	...	...	3	133	113	106
Engineering and Surveying Schools	1	201	201	175	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	327	354	258	8	600	616	475	11	722	792	616
Commercial Schools	1	30	28	21	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	123	113	97	...	...	...	...	...	...	...	...
Other Schools	4	379	343	305	...	...	...	...	...	...	...	...
Total	16	1,916	1,915	1,675	8	600	616	475	14	855	905	722
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	62	17,078	16,980	13,916	3,160	166,880	162,363	129,691	1,028	58,605	58,248	48,456

PRIVATE INSTITUTIONS

1. *Advanced Teaching—*
   - (a). Arabic or Persian
   - (b). Sanskrit
   - (c). Any other Oriental Classic
2. *Elementary teaching a Vernacular only or mainly*
3. *Elementary teaching the Qurán, Shástrás or other religious Books by rote*
4. *Other Schools not conforming to Departmental Standards*

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1908-09.

INSTITUTIONS.									
MANAGEMENT.						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			REMARKS.
Unaided.									
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	English.	A Classical Language.	A Vernacular Language.	
14	15	16	17	18	19	20	21	22	
4	738	745	643	9	1,761	1,757	1,301	...	
...	...	...	...	1	99	90	93	6	
1	205	165	145	1	205	170	...	35	
...	...	...	...	1	189	189	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	2	197	108	89	...	
...	...	...	...	2	40	40	40	...	
...	...	...	...	...	...	...	...	...	
5	943	910	788	16	2,491	2,354	1,523	41	
13	4,609	4,499	3,525	94	34,896	25,669	22,693	32,603	
4	399	388	301	86	17,011	9,203	7,686	16,780	
...	...	...	...	116	19,695	...	9,502	19,923	
1	34	20	20	12	1,019	1,018	97	280	
3	194	147	137	14	927	686	41	429	
1	34	22	22	18	1,941	70	215	1,979	
22	5,270	5,076	4,005	340	75,489	36,646	40,234	71,994	
109	4,362	3,839	3,053	3,408	149,806	1,287	13,766	153,997	
16	427	382	298	600	22,408	34	537	22,505	
125	4,789	4,221	3,351	4,008	172,214	1,321	14,303	176,502	
...	...	...	...	5	371	...	343	360	
...	...	...	...	1	25	...	5	25	
...	...	...	...	1	269	...	...	...	
...	...	...	...	...	...	...	...	...	
1	74	74	72	5	398	191	122	11	
1	145	145	106	2	346	145	...	...	
...	...	...	...	20	1,649	100	8	1,491	
...	...	...	...	1	30	28	...	15	
...	...	...	...	...	...	...	...	...	
...	...	...	...	1	123	...	...	123	
...	...	...	...	4	379	...	7	7	
2	219	219	178	40	3,590	464	485	2,032	
154	11,221	10,426	8,322	4,404	253,784	40,785	56,545	250,569	
...	...	...	...	115	2,175	...	1,973	221	
...	...	...	...	54	1,620	...	1,533	87	
...	...	...	...	...	...	...	...	...	
...	...	For Boys...		569	14,158	...	1,583	12,488	
...	...	For Girls...		75	1,902	...	317	1,614	
...	...	For Boys...		1,435	21,119	...	18,913	1,428	
...	...	For Girls...		425	5,582	...	4,967	204	
...	...	For Boys...		18	1,511	664	673	1,177	
...	...	For Girls...		8	725	80	83	698	
		Total	...	2,699	48,792	744	30,042	17,917	
		GRAND TOTAL	...	7,103	302,576	41,529	86,587	268,486	

(a). CLASSIFICATION—

I.—The Elementary Department—

Section A.—Fifty-three students. All learn freehand drawing from flat copies, elementary modelling in clay, brush outline and blackboard drawing, 16 learn chip carving, 5 blacksmith's work, 30 decorative painting and 2 *repoussé* work.

II.—The Elementary Department—

Section B.—Thirty-seven students. All learn advanced freehand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay and model drawing; 15 carving, 1 *repoussé*, 7 blaksmith's work and 14 decorative painting.

III.—The Industrial Department—

One hundred and six students. All learn architectural drawing, modelling in clay and casting in plaster, light and shade, perspective; 39 decorative drawing and design, 52 carving and joinery, 5 *repoussé* work, 6 blacksmith's work and 4 modelling in clay.

IV.—The Draftsmen's Department—

Fifty-four students. All learn architectural design, building construction, estimating and surveying, modelling in clay and *terra cotta* work, applied design for building construction; 7 joinery and carving and 47 painting.

V. The Teachers' Department—

Nineteen students. All learn drawing to scale, model drawing, design, modelling in clay, chart making, elementary perspective, and practical teaching in elementary department.

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1908-09.

	CLASS OF INSTITUTIONS.	Classification of Scholars on the 31st of March according to Race or Creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.		
		23	24	25	26	27	28	29	30	31	32
Collegiate Education.	**ARTS COLLEGES.**										
	English	...	48	137	1,205	368	...	...	3	...	...
	Oriental	...	...	45	6	48	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.										
	Law	...	...	14	153	36	..	...	2	...	...
	Medicine	5	8	37	115	24	...	...	...	13	...
	Engineering	...	...	...	...	...	...	...	...	...	...
	Teaching — For Males	15	4	25	82	70	...	...	1	...	...
	Teaching — For Females	40	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...
	Total	60	60	258	1,561	546	...	...	6	13	...
School Education, General.	**SECONDARY SCHOOLS.**										
	For Boys — High Schools	614	413	3,413	18,094	12,251	10	20	81	2	...
	For Boys — Middle Schools — English	259	362	1,792	9,372	5,183	...	13	30	82	...
	For Boys — Middle Schools — Vernacular	...	17	2,784	10,105	6,766	...	...	23	6	...
	For Girls — High Schools	794	155	1	23	28	...	12	6	...	77
	For Girls — Middle Schools — English	546	110	22	177	47	6	19	...	...	94
	For Girls — Middle Schools — Vernacular	...	367	78	1,212	284	...	...	...	...	...
	Total	2,213	1,424	8,090	38,983	24,559	16	64	140	90	171
	PRIMARY SCHOOLS.										
	For Boys	25	1,295	15,131	68,595	63,628	25	1	1,106	425	...
	For Girls	6	489	1,811	13,204	6,813	2	1	82	...	161
	Total	31	1,784	16,942	81,799	70,441	27	2	1,188	425	161
School Education, Special.	**SCHOOLS FOR SPECIAL INSTRUCTION.**										
	Training Schools for Masters	...	1	82	134	154	...	...	...	...	...
	" " for Mistresses	...	2	4	11	8	...	...	...	...	...
	Schools of Art	...	2	17	118	130	...	2	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...
	Medical Schools	9	44	34	128	183	...	...	...	...	...
	Engineering and Surveying Schools	...	...	32	254	60	...	...	...	...	...
	Technical and Industrial Schools	...	223	79	715	630	...	...	2	...	...
	Commercial Schools	...	1	5	15	9	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools	...	1	7	51	53	...	...	11	...	...
	Other Schools	25	15	7	159	171	...	2	...	...	...
	Total	34	289	267	1,585	1,398	...	4	13	...	...
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,338	3,557	25,557	123,928	96,944	43	70	1,347	528	332
Private Institutions.	1. *Advanced Teaching*—										
	(*a*). Arabic or Persian	...	...	...	55	2,118	...	...	2	20	...
	(*b*). Sanskrit	...	...	1,080	537	...	...	...	3	...	...
	(*c*). Any other Oriental Classic	...	...	...	...	...	...	...	...	...	...
	2. *Elementary teaching a Vernacular only or mainly.* — For Boys	...	459	1,207	9,811	2,559	9	...	113	100	...
	2. *Elementary teaching a Vernacular only or mainly.* — For Girls	...	171	154	1,488	80	...	...	12	...	37
	3. *Elementary teaching the Quran, Shástrás or other religious Books by rote.* — For Boys	...	...	431	263	20,423	...	...	2	1,822	...
	3. *Elementary teaching the Quran, Shástrás or other religious Books by rote.* — For Girls	...	...	23	162	5,396	...	...	...	...	534
	4. *Other Schools not conforming to Departmental Standards.* — For Boys	9	23	268	940	266	...	...	5	...	...
	4. *Other Schools not conforming to Departmental Standards.* — For Girls	10	8	19	501	113	...	...	74	...	...
	Total	19	661	3,182	13,756	30,955	9	...	211	1,942	571
	GRAND TOTAL	2,357	4,218	28,739	137,683	127,899	52	70	1,558	2,470	903

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1908-09.

1			Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
					Brahmans.	Non-Brahmans.				
			2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION—										
Arts Colleges—										
English		Male ...	...	48	137	1,205	368	...	...	3
		Female ...	...	...	...	...	...	...	...	...
Oriental		Male ..	...	...	45	6	48	...	...	...
		Female ...	...	...	...	...	...	...	...	...
Colleges for Professional Training—										
Law		Male ...	...	...	14	153	36	...	...	2
		Female ...	...	...	...	...	...	...	...	...
Medicine		Male ...	1	...	37	115	23	...	...	...
		Female ...	4	8	...	...	1	...	...	...
Engineering		Male ...	...	...	...	...	...	...	...	...
		Female ...	...	...	...	...	...	...	...	...
Teaching ...	For Boys ...	Male ...	15	4	25	82	70	...	...	1
		Female ...	...	...	...	...	...	...	...	...
	For Girls ...	Male ...	...	...	...	...	...	...	...	...
		Female ...	40	...	...	...	...	...	...	...
Agriculture		Male ...	...	...	...	...	...	...	...	...
		Female, ...	...	...	...	...	...	...	...	...
		Total	60	60	258	1,561	546	...	...	6
SCHOOL EDUCATION—GENERAL—										
Secondary Schools—										
For Boys—										
High Schools		Male ...	613	413	3,413	18,093	12,251	10	20	81
		Female ...	1	...	...	1	...	...	...	...
Middle Schools—										
English		Male ...	195	347	1,792	9,372	5,183	...	10	30
		Female ...	64	15	...	...	...	...	3	...
Vernacular		Male ...	...	17	2,784	10,101	6,764	...	...	23
		Female ...	...	...	...	4	2	...	...	...
For Girls—										
High Schools		Male ...	77	...	...	...	...	...	...	...
		Female ...	717	155	1	23	28	...	12	6
Middle Schools—										
English		Male ...	90	...	...	...	...	...	4	...
		Female ...	456	110	22	177	47	6	15	...
Vernacular		Male ...	...	...	...	...	...	...	...	...
		Female ...	...	387	78	1,212	284	...	...	...
		Total	2,213	1,424	8,090	38,983	24,559	16	64	140
Primary Schools—										
For Boys		Male ...	14	1,256	15,117	68,434	63,429	25	1	1,105
		Female ...	11	33	14	161	199	...	...	1
For Girls		Male ...	3	50	5	47	25	...	...	31
		Female ...	3	439	1,806	13,157	6,788	2	1	51
		Total	31	1,784	16,942	81,799	70,441	27	2	1,188
SCHOOL EDUCATION—SPECIAL—										
Schools for Special Instruction—										
Training Schools.	For Boys ...	Male ...	...	1	82	134	154	...	...	...
		Female ...	...	...	...	...	...	...	...	...
	For Girls ...	Male ...	...	...	...	...	...	...	...	...
		Female ...	...	2	4	11	8	...	...	...
Schools of Art		Male ...	...	2	17	118	130	...	2	...
		Female ...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1908-09.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Pársis.	Others.
				Brahmans.	Non-Brahmans.				
		10	11	12	13	14	15	16	17
SCHOOL EDUCATION—SPECIAL—*concluded.*									
Schools for Special Instruction—concluded.									
Reformatory Schools ...	Male ...	...	1	7	51	53	...	...	11
	Female ...	...	...	...	...	...	...	...	...
Commercial Schools ...	Male ...	...	1	5	15	9	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Law Schools	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Medical Schools. For Boys ...	Male ...	...	...	33	128	163	...	...	...
	Female ...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	9	44	1	...	20	...	...	...
Engineering and Surveying Schools.	Male ...	...	...	32	254	60	...	...	...
	Female ...	...	...	...	...	...	...	...	...
Industrial Schools. For Boys ...	Male ...	...	59	47	306	629	...	...	1
	Female ...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	164	32	409	1	...	...	1
Other Schools	Male ...	2	5	6	152	169	...	...	...
	Female ...	23	10	1	7	2	...	2	...
Total		34	289	267	1,585	1,398	...	4	13
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION		2,338	3,557	25,557	123,928	96,944	43	70	1,347
PRIVATE INSTITUTIONS—									
1. ADVANCED TEACHING—									
(*a*) Arabic or Persian ...	Male ...	...	...	...	55	2,038	...	...	2
	Female ...	...	...	...	...	20	...	...	...
(*b*) Sanskrit	Male ...	...	...	1,073	479	...	...	...	3
	Female ...	...	...	7	58	...	...	...	...
(*c*) Any other Oriental Classic	Male ...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—									
For Boys	Male ...	...	413	1,207	9,766	2,550	9	...	113
	Female ...	...	46	...	45	9	...	...	...
For Girls	Male ...	...	15	...	22	...	...	...	...
	Female ...	...	156	154	1,463	80	...	...	12
3. ELEMENTARY TEACHING—THE QURAN ONLY—									
For Boys	Male ...	...	...	431	263	18,601	...	...	2
	Female ...	...	...	...	...	1,822	...	...	...
For Girls	Male ...	...	...	...	...	534	...	...	...
	Female ...	...	...	23	183	4,862	...	...	...
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.									
For Boys	Male ...	9	23	268	940	266	...	...	5
	Female ...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...
	Female ...	10	8	19	501	113	...	...	74
TOTAL OF PRIVATE INSTITUTIONS		19	661	3,182	13,755	30,955	9	...	211
GRAND TOTAL		2,357	4,218	28,739	137,683	127,899	52	70	1,558

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1908-09.

Class of Institutions.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.								Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
	Under Public Management.				Under Private Management.																						
	Managed by Government.				Aided by Government or by District or Municipal Boards.				Unaided.																		
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Collegiate Education. Teaching ... Males ...	1	15	13	13	...	...	...	...	...	...	...	...	1	15	15	...	...	15	...	...	...	...	...	...	...	...	...	
Females ...	...	...	...	...	2	40	35	34	...	...	...	...	2	40	40	40	...	40	...	...	...	...	...	...	...	...	...	
Total ...	1	15	13	13	2	40	35	34	...	...	...	...	3	55	55	40	...	55	...	...	...	...	...	...	...	...	...	
School Education, General. Secondary Schools. For Boys ... High Schools ...	1	260	236	236	4	369	366	335	...	...	...	...	5	629	629	...	480	604	1	3	1	2	...	18	...	1	...	
Middle Schools, English.	...	...	...	...	6	263	297	221	...	...	...	...	6	263	249	...	71	259	...	...	...	...	...	4	...	67	...	
For Girls ... High Schools ...	1	236	224	224	8	569	616	589	...	...	...	...	9	805	804	...	71	794	3	...	...	1	...	1	6	...	77	
Middle Schools, English.	...	...	...	...	9	567	502	454	...	...	...	...	9	567	567	...	52	546	...	...	2	...	...	19	...	...	94	
Total ...	2	496	460	460	27	1,768	1,781	1,599	...	...	...	...	29	2,264	2,249	...	674	2203	4	3	3	3	...	42	6	68	171	
Primary Schools. For Boys	...	...	...	...	1	25	27	22	...	...	...	...	1	25	25	...	6	25	...	...	...	...	...	...	...	11	...	
„ Girls	...	...	...	...	1	7	10	8	...	...	...	...	1	7	7	...	...	6	...	...	...	...	...	1	...	...	3	
Total ...	...	...	...	...	2	32	37	30	...	...	...	...	2	32	32	...	6	31	...	...	...	...	...	1	...	11	3	
Total of Colleges and Schools of Public Instruction.	3	511	473	473	31	1,840	1,853	1,663	...	...	...	...	34	2,351	2,336	40	680	2,289	4	3	3	3	..	43	6	79	174	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standards ... For Boys ...													1	9	9	6	...	9	...	...	...	..	...	...	...	...	...	
„ Girls ...													1	10	10	...	...	10	...	...	...	...	...	...	...	...	3	
Total													2	19	19	6	...	19	...	...	...	...	...	...	...	...	3	
GRAND TOTAL													36	2,370	2,355	46	680	2,308	4	3	3	3	...	43	6	79	177	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English	80,515	...	...	31,923	...	948	1,13,386
Collegiate Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. — Law	...	...	...	...	...	...	...
Collegiate Education. — Medicine	68,811	1,791	3,282	4,441	...	...	78,325
Collegiate Education. — Engineering	...	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	92,478	84	299	...	...	2,692	95,553
Collegiate Education. — Teaching — For Females	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...
Total	2,41,804	1,875	3,581	36,364	...	3,640	2,87,264
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	2,76,962	351	275	1,94,230	...	(a)13,145	4,84,963
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	...	...	...	2,697	...	(b)10,257	12,954
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	2,76,962	351	275	1,96,927	...	23,402	4,97,917
PRIMARY SCHOOLS.							
School Education, General. — For Boys	11,791	34	...	3,704	...	55	15,584
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	11,791	34	...	3,704	...	55	15,584
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	72,652	...	...	...	...	...	72,652
School Education, Special. — " for Mistresses	10,338	...	...	...	...	...	10,338
School Education, Special. — Schools of Art	23,545	...	...	473	...	...	24,018
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	16,729	...	...	3,112	...	...	19,841
School Education, Special. — Engineering and Surveying Schools	5,327	...	...	3,924	...	...	9,251
School Education, Special. — Technical and Industrial Schools	10,179	...	...	290	...	...	10,469
School Education, Special. — Commercial Schools	3,604	...	...	1,093	...	...	4,697
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	21,820	...	...	...	...	...	21,820
School Education, Special. — Other Schools	43,791	...	...	8,274	842	(c)34,949	87,856
Total	2,07,985	...	...	17,166	842	34,949	2,60,942
Buildings	96,901	...	...	...	...	3,534	1,00,435
Furniture and Apparatus (Special Grants only)	22,789	...	...	...	...	(d)10,147	32,936
Total	1,19,690	...	...	...	...	13,681	1,33,371
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Reformatory Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	8,58,232	2,260	3,856	2,54,161	842	75,727	11,95,078

(a) Includes Rs. 13,018 from Imperial revenues.
(b) Imperial revenues.
(c) Imperial revenues.
(d) Includes Rs. 971 from Imperial revenues.

RAL, TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1908-09.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	..	...	...	...	...	*16,800	300	1,500	44,578	11,973	23,301	98,452
...	...	...	...	...	...	...	11,915	84	...	210	796	9,061	22,066
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	13,948	...	...	2,771	500	5,901	23,120
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	..	...	...	...	42,663	384	1,500	47,559	13,269	38,263	1,43,638
...	4,611	11,569	32,712	3,930	13	52,835	1,13,328	3,426	32,390	1,68,822	25,094	55,483	3,98,543
180	24,840	38,738	91,324	459	1,761	1,57,302	25,345	6,628	3,111	30,610	8,788	22,924	97,406
...	94,403	24,320	45,265	368	142	1,64,498	...	...	...	...	...	...	...
...	...	...	...	...	...	...	50,154	...	...	29,955	...	16,801	96,910
...	...	...	...	...	...	...	26,584	...	484	5,774	478	9,050	42,370
837	2,757	11,292	...	...	18	14,904	11,017	681	1,165	1,139	7,615	6,090	27,707
1,017	1,26,611	85,919	1,69,301	4,757	1,934	3,89,539	2,26,428	10,735	37,150	2,36,300	41,975	1,10,348	6,62,936
54	5,79,606	47,237	59,533	896	641	6,87,967	3,641	53,518	7,620	11,282	14,730	19,253	1,10,044
7,404	79,314	31,835	30	170	5	1,18,758	7,365	7,749	7,534	528	11,199	18,993	53,368
7,458	6,58,920	79,072	59,563	1,066	646	8,06,725	11,006	61,267	15,154	11,810	25,929	38,246	1,63,412
...	...	...	...	...	...	...	...	...	...	...	...	...	...

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concld.*				TOTAL EXPENDI	
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. English	25,532	18,331	(a)35,081	78,944	1,07,315	300
Collegiate Education. Oriental	...	...	...	...	11,915	84
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	15,657	...	...	15,657	...	...
Medicine	...	...	...	...	68,811	1,791
Engineering	...	...	...	...	...	...
Teaching — For Males	...	...	...	...	92,478	84
Teaching — For Females	...	...	...	...	13,948	...
Agriculture	...	...	...	...	...	...
Total	41,189	18,331	(a)35,081	94,601	2,94,467	2,259
SECONDARY SCHOOLS.						
School Education, General. For Boys — High Schools	40,695	10,250	27,737	78,682	3,90,290	8,388
For Boys — Middle Schools — English	4,397	476	1,154	6,027	25,525	31,468
For Boys — Middle Schools — Vernacular	...	...	...	...	...	94,403
For Girls — High Schools	434	2,742	...	3,176	50,154	...
For Girls — Middle Schools — English	1,431	3,353	1,097	5,881	26,584	...
For Girls — Middle Schools — Vernacular	...	429	...	429	11,854	3,438
Total	46,957	17,250	29,988	94,195	5,04,407	1,37,697
PRIMARY SCHOOLS.						
For Boys	2,603	6,034	7,021	15,658	15,486	6,33,158
For Girls	16	213	706	935	14,769	87,063
Total	2,619	6,247	7,727	16,593	30,255	7,20,221
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. Training Schools for Masters	...	...	...	...	72,652	...
" " for Mistresses	...	...	...	...	10,338	...
Schools of Art	...	...	...	...	23,545	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	5,127	...	5,127	17,222	7
Engineering and Surveying Schools	2,793	...	...	2,793	5,327	...
Technical and Industrial Schools	...	...	...	...	11,379	7,096
Commercial Schools	...	...	...	...	3,604	...
Agricultural Schools	...	...	...	...	...	...
Reformatory Schools	...	...	...	...	21,820	...
Other Schools	...	...	...	...	43,791	...
Total	2,793	5,127	...	7,920	2,09,678	7,103
Buildings	...	6,163	(b)62,722	68,885	1,89,347	1,80,883
Furniture and Apparatus (Special Grants only)	...	3,646	9,730	13,376	34,700	60,810
Total	...	9,809	72,452	82,261	2,24,047	2,41,693
University	...	...	...	...	37,919	300
Direction	...	...	...	...	75,246	...
Inspection	...	...	...	...	2,22,808	31,530
Scholarships held in Arts Colleges	...	...	...	...	15,886	1,331
Scholarships held in Medical Colleges	...	...	...	...	9,957	130
Scholarships held in Other Professional Colleges	...	...	...	...	1,918	...
Scholarships held in Secondary Schools	...	...	...	...	17,017	46,913
Scholarships held in Primary Schools	...	...	...	...	9,163	1,314
Scholarships held in Medical Schools	...	...	...	...	15,655	1,061
Scholarships held in Technical and Industrial Schools	...	...	...	...	3,525	2,267
Scholarships held in Reformatory Schools	...	...	...	...	...	...
Scholarships held in Other Special Schools	...	...	...	...	697	6,577
Boarding-houses	...	...	...	...	90,939	33,147
Miscellaneous	...	...	...	...	2,610	9,644
Total	...	...	...	...	5,03,640	1,34,214
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	93,558	56,764	1,45,248	2,95,570	17,66,494	12,43,187

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1908-09.

TURE FROM					
		ALL OTHER SOURCES.			
			Public.		
Municipal Funds.	Fees.	Private.	Imperial Contributions.	GRAND TOTAL.	REMARKS.
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
2,100	1,02,033	79,034	...	2,90,782	(a) Includes Rs. 10,000 from Provincial revenues and Rs. 600 from Municipal Funds.
...	210	9,857	...	22,066	
...	15,657	...	...	15,657	
3,282	4,441	...	...	78,325	
...	...	...	...	...	
299	...	2,692	...	95,553	
...	2,771	6,401	...	23,120	
...	...	...	...	...	
5,681	1,25,112	97,984	...	5,25,503	
44,234	4,36,459	1,22,634	13,018	10,15,023	
41,849	1,26,331	35,562	...	2,60,735	
24,320	45,265	510	...	1,64,498	
...	33,086	19,543	10,257	1,13,040	
484	7,205	13,978	...	48,251	
12,457	1,139	14,152	...	43,040	
1,23,344	6,49,485	2,06,379	23,275	16,44,587	
54,857	77,122	48,630	...	8,29,253	
39,369	574	31,286	...	1,73,061	
94,226	77,696	79,916	...	10,02,314	
...	...	...	...	72,652	
...	...	...	...	10,338	
...	473	...	...	24,018	
...	...	...	...	...	
...	4,538	7,491	...	29,258	
...	6,717	...	...	12,044	
7,097	1,184	25,191	...	51,947	
...	1,093	...	...	4,697	
...	...	...	...	...	
...	...	...	...	21,820	
...	8,274	842	34,949	87,856	
7,097	22,279	33,524	34,949	3,14,630	
35,441	...	1,35,290	...	5,40,961	
5,437	...	49,975	971	1,51,893	(b) Includes Rs. 5,000 from Provincial revenues.
40,878	...	1,85,265	971	6,92,854	
...	1,13,310	35,114	...	1,86,643	
...	...	...	...	75,246	
3,747	...	...	...	2,58,085	
1,679	...	15,544	...	34,440	
...	...	3,649	...	13,736	
...	...	...	...	1,918	
9,532	...	8,415	...	81,877	
...	...	249	...	10,726	
220	...	708	...	17,644	
744	...	1,429	...	8,265	
...	...	...	...	...	
1,787	...	3,701	3,024	15,786	
12,713	2,10,498	1,51,264	64,671	5,63,232	
4,047	...	77,050	18,441	1,11,792	
34,469	3,23,808	2,97,123	86,136	13,79,390	
3,05,695	11,98,380	9,00,191	1,45,331	55,59,278	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.							UNDER PRIVATE			
	Managed by Government.							*Aided by Government nicipal*			
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1	2	3	4	5	6	7	8	9	10	11	12
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — Teaching — Males	19,338	...	...	...	...	...	19,338	...	...	...	...
Teaching — Females	...	...	...	...	...	...	...	13,948	...	..	2,771
Total ...	19,338	...	...	...	...	...	19,338	13,948	...	...	2,771
SECONDARY SCHOOLS.											
School Education, General. — For Boys — High Schools ...	...	...	...	2,697	...	(a) 13,018	15,715	40,225	...	...	21,309
For Boys — Middle Schools, English	...	...	...	...	...	...	...	18,371	...	...	7,201
For Girls — High Schools	...	...	...	2,697	...	(a) 10,257	12,954	44,227	...	...	25,970
For Girls — Middle Schools, English	...	...	...	...	...	...	...	25,060	...	...	5,774
Total	...	...	...	5,394	...	23,275	28,669	1,27,883	...	...	60,254
PRIMARY SCHOOLS.											
For Boys	...	...	...	...	...	...	...	1,193	...	...	889
For Girls	...	...	...	...	...	...	...	978	...	...	293
Total	...	...	...	...	...	...	...	2,171	...	...	1,182
ildings	11,123	...	...	...	...	...	11,123	4,994	...	...	...
rniture and Apparatus (Special Grants nly).	...	...	...	...	...	(a) 971	971	8,759	...	...	...
Total	11,123	...	...	...	...	971	12,094	13,753	...	...	...
larships held in Secondary Schools ...	...	...	...	...	...	...	...	...	..	...	...
ding-houses	...	...	...	...	...	...	...	...	...	...	...
llaneous	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...
EXPENDITURE ON PUBLIC INSTRUCTION	30,461	...	...	5,394	...	24,246	60,101	1,57,755	...	...	64,207

(a) From Imperial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1908-09.

TUTIONS.												
MANAGEMENT.							TOTAL EXPENDITURE FROM					
or by District or Mu-Boards.			*Unaided.*							*All other sources.*		
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	19,338	...	...	...	...	...	19,338
500	5,901	23,120	...	...	...	...	13,948	...	...	2,771	6,401	...	23,120
500	5,901	23,120	...	...	...	...	33,286	...	...	2,771	6,401	...	42,458
...	4,224	65,758	...	...	...	...	40,225	...	...	24,006	4,224	13,018	81,473
1,179	6,581	33,332	...	...	...	...	18,371	...	...	7,201	7,760	...	33,332
...	9,340	79,537	...	...	...	...	44,227	...	...	28,667	9,340	10,257	92,491
340	4,529	35,703	...	...	...	...	25,060	...	...	5,774	4,869	...	35,703
1,519	24,674	2,14,330	...	...	...	...	1,27,883	...	...	65,648	26,193	23,275	2,42,999
...	69	2,151	...	...	...	...	1,193	...	...	889	69	...	2,151
...	474	1,745	...	...	...	...	978	...	...	293	474	...	1,745
...	543	3,896	...	...	...	...	2,171	...	...	1,182	543	...	3,896
651	10,807	16,452	...	...	...	...	16,117	...	...	...	11,458	...	27,575
342	8,114	17,215	...	...	...	...	8,759	...	...	...	8,456	971	18,186
993	18,921	33,667	...	...	...	...	24,876	...	...	...	19,914	971	45,761
...	...	...	...	...	...	...	5,851	...	...	...	436	...	6,287
...	...	...	...	...	...	...	34,563	...	...	1,39,014	43,471	64,671	2,81,719
...	...	...	...	...	...	...	1,273	...	...	...	73,347	18,441	93,061
...	...	...	...	...	...	...	41,687	...	...	1,39,014	1,17,254	83,112	3,81,067
3,012	50,039	2,75,013	...	...	...	...	2,29,903	...	...	2,08,615	1,70,305	1,07,358	7,16,181

revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

	CLASS OF SCHOOLS.		Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
	SECONDARY SCHOOLS.									
For Boys.	Government	English	31	12,772	2,146	...	2,146	4,097	...	4,097
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	18	4,965	131	...	131	1,397	...	1,397
		Vernacular	85	14,432	...	...	...	4,388	...	4,388
	Municipal	English	42	10,124	165	...	165	2,603	...	2,603
		Vernacular	31	5,263	...	...	...	1,468	...	1,468
	Aided	English	71	18,999	2,043	...	2,043	5,089	8	5,097
		Vernacular	1	39	39	...	39	...	...	...
	Unaided	English	17	5,008	966	...	966	1,575	...	1,575
		Vernacular	...	...	...	...	...	...	...	...
		Total	296	71,602	5,490	...	5,490	20,617	8	20,625
For Girls.	Government	English	1	236	...	15	15	...	80	80
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	2	97	...	...	...	...	13	13
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	5	552	...	...	...	...	70	70
	Aided	English	21	1,482	...	64	64	10	352	362
		Vernacular	10	1,258	...	...	...	...	125	125
	Unaided	English	4	228	...	8	8	...	28	28
		Vernacular	1	34	...	...	...	...	1	1
		Total	44	3,887	...	87	87	10	669	679
	TOTAL SECONDARY SCHOOLS		340	75,489	5,490	87	5,577	20,627	677	21,304
	PRIMARY SCHOOLS.									
For Boys.	Government		10	1,385	...	...	...	...	...	...
	District Board		2,454	108,534	...	...	...	...	...	...
	Municipal		85	7,332	...	...	...	...	...	...
	Aided		750	28,193	...	...	...	...	...	...
	Unaided		109	4,362	...	...	...	...	...	...
		Total	3,408	149,806	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		323	10,123	...	...	...	...	...	...
	Municipal		107	4,858	...	...	...	...	...	...
	Aided		154	7,000	...	...	...	...	...	...
	Unaided		16	427	...	...	...	...	...	...
		Total	600	22,408	...	...	...	...	...	...
	TOTAL PRIMARY SCHOOLS		4,008	172,214	...	...	...	...	...	...
	GRAND TOTAL		4,348	247,703	5,490	87	5,577	20,627	677	21,304

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1908-09.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
3,320	1	3,321	3,208	...	3,208	...	...	...	12,771	1	12,772
...	...	...	...	...	...	...	...	...	...	...	...
1,395	...	1,395	2,042	...	2,042	...	...	...	4,965	...	4,965
2,645	...	2,645	7,091	6	7,097	302	...	302	14,426	6	14,432
2,862	...	2,862	4,339	...	4,339	155	...	155	10,124	...	10,124
1,032	...	1,032	2,649	...	2,649	114	...	114	5,263	...	5,263
4,889	16	4,905	6,853	59	6,912	42	...	42	18,916	83	18,999
...	...	...	...	...	...	...	...	...	39	...	39
1,224	...	1,224	1,243	...	1,243	...	...	...	5,008	...	5,008
...	...	...	...	...	...	...	...	...	...	...	...
17,367	17	17,384	27,425	65	27,490	613	...	613	71,512	90	71,602
22	28	50	...	91	91	...	...	...	22	214	236
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	13	13	...	71	71	...	...	...	...	97	97
...	...	...	...	...	...	...	...	...	...	...	...
...	173	173	...	309	309	...	...	...	...	552	552
13	341	354	126	576	702	...	...	...	149	1,333	1,482
...	258	258	...	793	793	...	82	82	...	1,258	1,258
...	58	58	...	134	134	...	...	...	...	228	228
...	6	6	...	27	27	...	...	...	...	34	34
35	877	912	126	2,001	2,127	...	82	82	171	3,716	3,887
17,402	894	18,296	27,551	2,066	29,617	613	82	695	71,683	3,806	75,489
302	...	302	1,029	...	1,029	54	...	54	1,385	...	1,385
20,818	8	20,826	86,939	102	87,041	667	...	667	108,424	110	108,534
431	...	431	6,231	...	6,231	670	...	670	7,332	...	7,332
2,334	5	2,339	25,532	242	25,774	80	...	80	27,946	247	28,193
360	...	360	3,934	68	4,002	...	...	...	4,294	68	4,362
24,245	13	24,258	123,665	412	124,077	1,471	...	1,471	149,381	425	149,806
...	...	...	...	...	...	...	...	...	...	...	...
...	634	634	9	9,480	9,489	...	...	...	9	10,114	10,123
...	321	321	...	4,537	4,537	...	...	...	...	4,858	4,858
1	471	472	105	6,101	6,206	...	322	322	106	6,894	7,000
2	16	18	44	365	409	...	...	...	46	381	427
3	1,442	1,445	158	20,483	20,641	...	322	322	161	22,247	22,408
24,248	1,455	25,703	123,823	20,895	144,718	1,471	322	1,793	149,542	22,672	172,214
41,650	2,349	43,999	151,374	22,961	174,335	2,084	404	2,488	221,225	26,478	247,703

EDUCATION—GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS.							
For Boys	Government	English	1	260	29	...	29
	Aided	English	10	632	40	...	40
	Unaided	English	...	...	...	...	...
	Total		11	892	69	...	69
For Girls	Government	English	1	236	...	15	15
	Aided	English	17	1,136	...	49	49
	Total		18	1,372	...	64	64
TOTAL SECONDARY SCHOOLS			29	2,264	69	64	133
PRIMARY SCHOOLS.							
For Boys	Aided		1	25	...	...	...
	Unaided		...	...	...	...	...
	Total		1	25	...	...	...
For Girls	Aided		1	7	...	...	...
	Total		1	7	...	...	...
TOTAL PRIMARY SCHOOLS			2	32	...	...	...
GRAND TOTAL			31	2,296	69	64	133

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1908-09.

MIDDLE STAGE.			UPPER PRIMARY STAGE.			LOWER PRIMARY STAGE.			TOTAL.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Book.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
97	...	97	67	...	67	67	...	67	260	...	260
171	8	179	136	13	149	217	47	264	564	68	632
...	...	...	...	...	...	...	...	...	...	...	...
268	8	276	203	13	216	284	47	331	824	68	892
...	80	80	22	28	50	...	91	91	22	214	236
10	294	304	13	258	271	126	386	512	149	987	1,136
10	374	384	35	286	321	126	477	603	171	1,201	1,372
278	382	660	238	299	537	410	524	934	995	1,269	2,264
...	...	...	2	3	5	12	8	20	14	11	25
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	3	5	12	8	20	14	11	25
...	...	...	...	1	1	3	3	6	3	4	7
...	...	...	...	1	1	3	3	6	3	4	7
...	...	...	2	4	6	15	11	26	17	15	32
278	382	660	240	303	543	425	535	960	1,012	1,284	2,296

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	3	...	4	14	14	...	6	34
2. Bachelor of Arts	1	3	4	8	56	122	121	50	349
3. M. Sc.	1	...	...	1	5	...	...	3	8
4. B. Sc.	1	1	1	3	5	8	1	1	15
5. First B. A. (Honours in B. A.)	1	2	2	5	22	15	19	...	56
5. „ B. Sc. (Honours in B. Sc.)	1	1	1	3	2	1	1	...	4
5. „ Arts (Intermediate Arts Faculty)	1	7	4	12	76	184	302	55	617
5. Previous Examination (Intermediate Sc. Faculty)	1	2	1	4	50	50	11	6	117
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	...	...	...	...	...	...	...	...
3. First Arts Oriental Faculty	...	1	...	1	...	5	...	...	5
4. Honours in Sanskrit	...	1	...	1	...	9	...	29	38
4. „ „ Arabic	...	1	...	1	...	11	...	8	19
4. „ „ Persian	...	1	...	1	...	3	...	28	31
4. „ „ Panjabi	...	1	...	1	...	3	...	7	10
5. High Proficiency in Sanskrit	...	1	...	1	...	15	...	20	35
5. „ „ „ Arabic	...	1	...	1	...	4	...	6	10
5. „ „ „ Persian	...	1	...	1	...	3	...	7	10
5. „ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ „ Panjabi	...	1	...	1	...	2	...	9	11
6. Proficiency in Sanskrit	...	1	...	1	...	14	...	46	60
6. „ „ Arabic	...	...	...	...	...	...	...	10	10
6. „ „ Persian	...	1	...	1	...	1	...	20	21
6. „ „ Urdu	...	...	...	...	...	...	...	1	1
6. „ „ Hindi	...	...	...	...	...	...	...	2	2
6. „ „ Panjabi	...	...	...	...	...	...	...	7	7
6. „ „ Pashtu	...	...	...	...	...	...	...	1	1
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	...	...	...	...	56	63	(a) 121
3. Intermediate Examination in Law	...	...	1	1	...	...	...	6	6
4. Licentiate „ „	...	...	...	...	...	...	...	48	75
5. First Certificate „ „	...	...	1	1	...	...	27	20	20
6. First Examination in Law	...	...	...	...	...	...	...	27	147
Medicine.	...	...	1	1	...	...	120		
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. L. M. S. (2nd Examination for L. M. S.)	1	...	...	1	48	...	...	...	48
4. First M. B. (2nd Examination for M. B.)	1	...	...	1	6	...	...	...	6
4. First L. M. S. (First Professional Examination)	1	...	...	1	37	...	...	...	37
5. Additional test in Chemistry	1	2	...	3	20	23	...	2	45
6. Special Certificate Class Examination for Females	1	...	...	1	2	...	...	...	2
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching	5	4	...	9	170	15	...	27	(c)212
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation ... For Boys	43	47	16	106	1,086	1,002	465	144	2,697
1. Matriculation ... For Girls	...	1	...	1	...	6	...	...	6
2. High School Examination for Europeans. For Boys	1	4	...	5	9	22	...	2	33
2. High School Examination for Europeans. For Girls	1	7	...	8	4	21	...	...	25
3. Middle School Examination for Europeans. For Boys	1	7	...	8	22	36	...	1	59
3. Middle School Examination for Europeans. For Girls	1	14	...	15	17	68	...	...	85
4. Middle Vernacular Examination. For Boys	107	...	...	107	1,607	...	...	62	1,669
4. Middle Vernacular Examination. For Girls	5	9	2	16	19	49	4	2	74
5. Upper Primary Examination For Boys	...	...	...	...	...	...	...	...	...
5. Upper Primary Examination For Girls	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination For Girls	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. Upper	...	...	...	...	...	...	...	...	...
1. Training School Examination for Masters. Lower	18	...	...	18	790	...	...	108	898
2. Training School Examination for Mistresses. Upper	2	4	...	6	11	11	...	...	22
2. Training School Examination for Mistresses. Lower	1	1	...	2	15	4	...	2	21
3. School of Arts Examination	1	...	...	1	241	...	...	...	241
4. Vernacular Medical Examination	1	...	...	1	36	...	...	...	36
5. Examination in Engineering and Surveying	1	...	1	2	120	...	52	10	182
6. Industrial School Examination	4	...	...	4	38	...	...	...	38
7. Commercial School Examination	12	1	1	14	80	3	5	9	97
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	109	...	...	...	109
11. Other Schools Examination	...	...	...	...	...	...	...	...	...

(a) Includes 40 candidates who appeared under the old Regulations in
(b) Includes 26 candidates who passed under the old Regulations.
(c) Includes 6 candidates for the B. T., 9 for the Clerical and Commercial
(d) Includes 4 candidates for the B. T., 7 for the Clerical and Commercial

* Jains.

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1908-09.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								REMARKS.
Institutions under Public Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindús.* Brahmans.	*Hindús.* Non-Brahmans.	Muhammadans.	Buddhists.	Pársis.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
7	7	...	1	15	...	1	1	9	4	...	...	...	
28	56	47	16	147	...	2	18	97	28	*2	...	...	
4	...	...	3	7	...	1	...	6	...	...	...	...	
1	1	1	...	3	...	...	...	3	...	...	...	...	
7	9	8	...	24	...	...	5	12	7	...	...	...	
1	1	1	...	3	...	...	...	3	...	...	...	...	
47	138	163	31	379	4	8	40	237	84	*6	...	...	
25	25	3	...	53	...	1	5	41	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	3	...	...	3	...	...	...	...	...	...	...	...	
...	2	...	4	6	...	...	6	...	...	...	...	...	
...	7	...	2	9	...	...	...	...	9	...	...	...	
...	1	...	11	12	...	...	...	...	12	...	...	...	
...	2	...	5	7	...	...	...	7	...	...	...	...	
...	11	...	8	19	...	...	19	...	...	...	...	...	
...	4	...	4	8	...	...	...	...	8	...	...	...	
...	2	...	7	9	...	...	...	1	8	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	2	...	3	5	...	...	...	5	...	...	...	...	
...	8	...	35	43	...	...	41	2	...	...	...	...	
...	...	...	8	8	...	...	...	...	8	...	...	...	
...	...	...	20	20	...	...	2	2	16	...	...	...	
...	...	...	1	1	...	...	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	3	3	...	...	...	3	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	18	37	(b) 55	...	...	11	40	4	...	...	...	
...	...	...	5	5	...	...	1	2	2	...	...	...	
...	...	25	44	69	...	...	10	46	11	*2	...	...	
...	...	...	12	12	...	...	2	7	3	...	...	...	
...	...	77	15	92	...	...	14	57	17	*4	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
21	...	...	...	21	...	...	5	14	2	...	...	...	
4	...	...	...	4	...	...	...	4	...	...	...	...	
25	...	...	...	25	...	...	4	17	4	...	...	...	
12	12	...	1	25	...	...	1	21	3	...	...	...	
2	...	...	...	2	2	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
150	14	...	17	(d) 181	11	5	27	72	65	*1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
524	460	203	35	1,222	...	21	132	747	301	*21	...	...	
...	5	...	...	5	...	5	...	...	...	...	...	...	
6	13	...	...	19	19	...	...	...	...	...	...	...	
4	16	...	...	20	20	...	...	...	...	...	...	...	
8	12	...	...	20	20	...	...	...	...	...	...	...	
3	20	...	...	23	23	...	...	...	...	...	...	...	
1,386	...	...	37	1,423	...	...	269	723	428	*3	...	...	
17	38	4	1	60	...	28	3	15	14	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
611	...	...	63	674	...	3	164	279	228	...	...	...	
5	5	...	...	10	...	5	2	1	2	...	...	...	
8	2	...	...	10	...	2	1	5	2	...	...	...	
192	...	...	...	192	...	1	11	83	96	...	1	...	
32	...	...	...	32	...	2	4	21	5	...	...	...	
108	...	51	9	168	...	...	21	115	31	*1	...	...	
27	...	...	...	27	...	...	3	6	18	...	...	...	
22	2	2	3	29	...	2	2	20	4	*1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
69	...	...	...	69	...	...	1	32	36	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

January 1909.

Certificate Examination, and 11 female European candidates of St. Bede's College and Auckland House, Simla.
Certificate Examinations, and 11 female European candidates of St. Bede's College and Auckland House Simla.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collegiate Education. — ARTS COLLEGES.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	...	...	...	...	...	...	...	...	...	...	...	..	...	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	84
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	1,791	..	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...	...	...	...	...	84	...	...
Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	1,875	...	384
School Education, General. — SECONDARY SCHOOLS.														
For Boys. High Schools	3	1,163	1,081	914	...	2,751	...	11,790	3,930	...	18,471	351	1,860	3,426
For Boys. Middle Schools. English	15	3,802	3,588	2,901	180	10,080	2,564	29,567	...	116	42,507	...	14,760	6,628
For Boys. Middle Schools. Vernacular	85	14,432	14,354	11,606	...	82,434	4,853	32,805	368	86	1,20,546	...	11,969	...
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools. Vernacular	2	97	111	83	76	2,757	...	...	...	...	2,833	...	...	681
Total	105	19,494	19,134	15,504	256	98,022	7,417	74,162	4,298	202	1,84,857	351	28,589	10,735
PRIMARY SCHOOLS. For Boys	2,454	1,08,534	1,05,041	84,784	54	5,78,377	514	50,578	895	290	6,30,708	34	1,229	53,518
For Girls	323	10,123	9,709	7,408	5,213	75,532	424	30	170	2	81,371	...	3,782	7,749
Total	2,777	118,657	114,750	92,192	5,267	6,53,909	938	50,608	1,065	292	7,12,079	34	5,011	61,267
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION.														
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...
" " for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	7
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	6	321	316	262	...	5,728	...	175	...	85	5,988	...	...	1,368
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	321	316	262	...	5,728	...	175	...	85	5,988	...	...	1,375
Buildings	...	...	...	...	64,866	1,80,382	1,000	..	...	...	2,46,248	...	501	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	60,595	142	...	...	...	60,737	...		215
Total	...	...	...	...	64,866	2,40,977	1,142	...	...	...	3,06,985	...	501	2
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GRAND TOTAL	2,888	138,472	134,200	107,958	70,389	9,98,836	9,497	1,24,945	5,363	579	12,09,409	2,260	34,101	73,376

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1908-09.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private Persons or Associations.			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
300	...	...	...	...	...	...	...	...	...	...	...	...	...	2,100	2,100	2,400	
84	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	84	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,791	...	...	...	...	...	...	...	...	...	...	...	3,282	...	...	3,282	5,073	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
84	...	...	...	...	...	...	...	...	...	...	...	299	...	...	299	383	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2,259	...	...	...	...	...	...	...	...	...	...	...	3,581	...	2,100	5,681	7,940	
8,388	5	1,686	1,815	1,442	...	11,569	1,860	20,922	...	13	34,364	275	...	32,390	44,234	52,622	
31,468	37	8,438	8,308	6,590	...	36,174	14,760	61,757	459	1,645	1,14,795	...	2,564	3,111	41,894	73,317	
94,403	31	5,263	5,286	4,203	...	19,467	11,969	12,460	...	56	43,952	...	4,853	...	24,320	1,18,723	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	484	484	484	
3,438	5	552	543	379	761	11,292	...	...	...	18	12,071	...	...	1,165	12,457	15,895	
1,37,697	78	15,939	15,952	12,614	761	78,502	28,589	95,139	459	1,732	2,05,182	275	7,417	37,150	1,23,344	2,61,041	
6,33,158	85	7,332	7,145	5,498	...	46,723	1,229	8,955	1	351	57,259	...	514	7,620	54,857	6,88,015	
87,063	107	4,858	4,766	3,408	2,191	31,411	3,782	...	...	3	37,387	...	424	7,534	39,369	1,26,432	
7,20,221	192	12,190	11,911	8,906	2,191	78,134	5,011	8,955	1	354	94,646	...	938	15,154	94,226	8,14,447	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7,096	2	279	300	213	...	5,630	...	265	...	...	5,895	...	...	1,467	7,097	14,193	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7,103	2	279	300	213	..	5,630	..	265	...	...	5,895	...	...	1,467	7,097	14,200	
1,80,883	...	...	...	...	2,586	34,441	501	...	...	...	37,528	...	1,000	...	35,441	2,16,324	
60,810	...	...	...	...	...	4,795	...	...	...	100	4,895	...	142	500	5,437	66,247	
2,41,693	...	...	...	...	2,586	39,236	501	...	...	100	42,423	...	1,142	500	40,878	2,82,571	
300	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	300	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
31,530	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,747	35,277	
1,331	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,679	3,010	
130	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	130	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
46,913	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,532	56,445	
1,314	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,314	
1,061	...	...	...	...	...	...	...	...	..	...	...	...	...	...	220	1 261	
2,267	...	...	...	...	...	...	...	...	...	...	...	...	...	...	744	3,011	
6,577	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,787	8,364	
42,791	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,760	59,551	
1,34,214	...	...	...	...	...	...	...	...	...	...	...	..	...	...	34,469	1,68,683	
12,43,187	272	28,408	28,163	21,733	5,538	2,01,502	34,101	1,04,359	460	2,186	3,48,146	3,856	9,497	56,371	3,05,695	15,48,882	

EDUCATION—GENERAL TABLE VIII.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR THE OFFICIAL YEAR 1908-09.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government	45	3,230	219	183	2,093	...	735	43,008	...	(a) 65,224	22,539	1,30,771	(a) Includes Rs. 32,975 from Imperial revenues.
2. Managed by Local or Municipal Boards ...	176	5,083	...	...	4,726	324	33	...	37,707	33	8,744	46,484	
3. Aided by Government or by Local or Municipal Boards	47	2,283	36	...	2,084	48	115	22,165	8,045	24,976	39,631	94,817	
4. Unaided	37	2,931	855	38	1,882	...	156	856	12	20,523	25,743	47,134	
... ...	305	13,527	1,110	221	10,785	372	1,039	66,029	45,764	(a) 1,10,756	96,657	(a) 3,19,206	
For Females.													
1. Managed by Government	2	241	...	5	236	...	...	728	...	(b) 31,696	(b) 8,087	40,511	(b) From Imperial revenues.
2. Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards	22	1,191	..	...	1,030	56	105	24,182	96	55,923	1,00,604	1,80,805	
4. Unaided	7	386	...	41	345	...	...	...	...	17,560	5,150	22,710	
Total ...	31	1,818	...	46	1,611	56	105	24,910	96	(c) 1,05,179	1,13,841	(c) 2,44,026	(c) Includes Rs. 31,696 from Imperial revenues.
Grand Total ...	336	15,345	1,110	267	12,396	428	1,144	90,939	45,860	(d) 2,15,935	2,10,498	(d) 5,63,232	(d) Includes Rs. 64,671 from Imperial revenues.

EDUCATION—GENERAL TABLE VIII A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1908-09.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					EXPENDITURE FROM					REMARKS.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
FOR MALES.													
1. Managed by Government...	2	275	...	15	260	...	...	608	...	(a) 32,975	8,089	41,672	(a) From Imperial revenues.
2. Aided by Government or by Local or Municipal Boards.	5	300	...	...	300	...	...	14,211	...	5,229	32,978	52,418	
3. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	575	..	15	560	...	...	14,819	...	(b) 38,204	41,067	94,090	(b) Includes Rs. 32,975 from Imperial revenues.
FOR FEMALES.													
1. Managed by Government...	1	236	...	...	236	...	...	...	...	(c) 31,696	8,087	39,783	(c) From Imperial revenues.
2. Aided by Government...	14	743	...	...	743	...	...	19,744	...	37,730	87,965	1,45,439	
3. Unaided	2	41	...	41	...	...	...	...	...	512	1,895	2,407	
Total ...	17	1,020	...	41	979	...	...	19,744	...	(d) 69,938	97,947	(d) 1,87,629	(d) Includes Rs. 31,696 from Imperial revenues.
GRAND TOTAL ...	24	1,595	...	56	1,539	...	...	34,563	...	(e) 1,08,142	1,39,014	(e) 2,81,719	(e) Includes Rs. 64,671 from Imperial revenues.

PUNJAB EDUCATION REPORT FOR 1909-10.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR

1909-1910.

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Proceedings of His Honour the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 1855, dated 17th November 1910.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1909-10.

REMARKS.—In taking stock of the present educational position in the province the Director remarks :—" In education it is quality rather than quantity that matters, and here it is to be feared that there are few signs of progress owing to want of funds for buildings and teachers." This is the key-note of the report now under review. In quantity there has been a marked development. In practically all classes of institutions the numbers of the pupils increased, the total increase being 19,855 males and 7,035 females. Hindus (including Sikhs) increased by 8·6 per cent. and Muhammadans by 8·1 per cent. But for lack of funds the extension and improvement of school accommodation has not kept pace with the demand for education as evidenced by the growth of school attendance, and a difficulty is experienced in recruiting new material for the teaching staff of the quality that is desirable.

2. The increase in school attendance has, however, not been reached without extra outlay. The total expenditure has increased by Rs. 2,84,104, or by about 5 per cent., and His Honour is glad to see that more than half of this increase has been met from fees and other private sources. The Provincial Government has contributed nearly a lakh more than in the previous year. Municipal expenditure has increased by 12 per cent., but district boards have spent slightly less on education than in the previous year. Some boards had forced the pace, and had started new schools not only in advance of the demand, but also without sufficient consideration of their financial position. The circumstance that district board expenditure does not respond to the growing demands of education is no mere local or accidental feature. It is the inevitable result of the system under which local rates are levied, not as in England and other countries with reference to the expenditure which, however much it may expand, must be met from this source, but subject to the maximum percentage limits imposed by the legislature in the Acts governing the powers of these bodies. All income raised by district boards is spent in some way or another, and if the share of education is less than educational champions would wish, the situation may be deplored, but it cannot be altered to any material extent without striking at the root of the independence and free exercise of the right of selection between competing claims which are implied in the idea of local self-government. If boards representing agricultural areas, whose income is derived almost entirely from the agricultural classes, are frequently found to favour objects of expenditure which the members consider to be more conducive to their interests than new schools, the circumstance is not surprising.

3. At a time when the inadequacy of the funds available for educational demands has thus been accentuated it was hardly opportune to come forward with a proposal to extinguish an existing source of educational income. The scheme of abolishing fees in primary schools has, for the reasons given in paragraph 36 of the present report, been shown to have been conceived in misapprehension of the true needs of the situation in India, and in a mistaken belief in the analogy of that situation with the conditions prevailing in countries where compulsory education has been introduced. Mr. Godley calculates that about a crore per annum would have to be raised to give effect to universal free primary education in the Punjab. It is unlikely that in this province, at its present stage of development, so large a sum could be raised by additional taxes without causing severe hardship and creating serious discontent. With a desire to extend primary education all must concur, and fees in primary schools are already remitted in the case of agriculturists who contribute the bulk of the income of the district boards and poor students in the

Punjab. Until other methods are found of providing the funds which are so urgently required for building other schools and securing better qualified and better paid teachers, it seems to be undesirable to remit fees in the case of other students who can ordinarily well afford to pay the small dues at present levied.

4. The number of students in Arts Colleges rose from 1,860 to 2,022, of whom 1,483 were in the four Lahore Arts Colleges. The cost of education in these four colleges varies considerably, as will appear from the following figures :—

Name of College.	Number of students.	Expenditure.	Portion thereof defrayed by fees.	Cost of education per head.
		Rs.	Per cent.	Rs.
Government College	402	1,13,893	30	283
Forman Christian College	426	47,590	64	112
Dayanand Anglo-Vedic College ...	543	22,128	81	41
Islamia College	112	20,402	20	182

The disparity in the figures exhibited above is remarkable. It is no doubt capable of explanation. The high cost of instruction in the Government College, for instance, is probably due to the large number of highly paid Professors and is also possibly connected with the expensiveness of laboratory apparatus, the chief development in this college being on the science side.

The Lieutenant-Governor is glad to see that with stricter University control the standard of education in the affiliated colleges is steadily rising, and that efforts are being made to regulate examination standards so as to exclude from college classes the hopelessly unfit, whose presence acts as a drag upon the progress of the majority. There is a tendency in the Indian public, as observed by Professor Rudra, to press for a lowering of examination standards. The woes of the failed student and the hard-heartedness of his examiners are themes which seldom fail to secure sympathy. Such sympathy cannot, however, commend itself to those who have at heart the best interests of Indian education, and who are concerned to find that the generality of students aim at nothing more than a mere pass.

5. The progress indicated by the figures in the report showing school attendance has been greatest, not, as might have been anticipated and hoped for, in primary schools, but in the secondary stage of education. The year's increase in pupils in high and middle schools is 14·2 per cent. as compared with an increase of only 5·7 per cent. in primary schools. The growing strength of the demand for higher, and especially English, education, in itself a matter for congratulation, may, if not carefully guided, operate to the prejudice of primary education by diverting to high and middle schools funds upon which the elementary schools should have the first call. In fact, quite recently His Honour has had to issue certain general instructions regulating priority of lien when owing to insufficiency of funds in the exchequers of local bodies the claims of primary and secondary education are found to come into competition. As regards secondary school buildings, the Lieutenant-Governor is only too well aware that the provision which he has been able to allot for improvements and extensions falls very far short of existing requirements. The helpless state of provincial finances under the settlement made in 1904 is now notorious, and the Education Department must share with other departments the inconvenience of impecuniosity.

6. The increase noted in the last paragraph in the school attendance in primary schools is confined mainly to the more advanced central parts of the province. In the Rawalpindi division there has been a decrease, and Multan and Delhi are stationary. The sons of agriculturists are just below one-half of the total number of pupils in primary schools. Last year it was noted that the Urdu language showed no signs of being dethroned. In the present report it is stated that the popular demand for the teaching of the Punjabi language is still weak. There is no disposition to start Gurmukhi schools under the grant-in-aid system. The total number of such schools in the province was only 48 as compared with a total of 3,345 elementary schools conforming to departmental standards. The report states that the Inspectors do not think that Gurmukhi schools are gaining in popularity, and that until the demand for Punjabi becomes strong and articulate, there can be no question of making this language compulsory. In this view His Honour concurs.

7. An increase of 15 per cent. in the number of girl pupils marks a notable development in the progress of female education, which His Honour has every hope will prove uninterruptedly continuous. This is *par excellence* the field for private effort, and there are signs that such effort will not be wanting on the part of religious and other private bodies. Indeed the great interest which is everywhere being taken in female education is one of the most encouraging features of the educational history of the province. Sir Louis Dane is specially interested in the well-being of the Victoria May School, which he hopes will one day become for the young ladies of the province an institution corresponding in importance to what the Aitchison College is for the sons of its nobility. With a building of its own on a new site the school should start on a new career of prosperity.

8. In recognition of the general interest in the subject which has during the past year manifested itself in so many quarters, the Director has devoted to the question of moral training a chapter extending beyond the usual limits. The Lieutenant-Governor is disposed to accept the verdict of the more thoughtful and experienced educationalists, as against that of the majority, as to the minor importance of undenominational moral text-books and moral readers in promoting moral progress. While recognising the utility of these instruments of training in the hands of the right sort of teachers, His Honour is wholly in agreement with the conclusion formulated in paragraph 102 of the report that the effect of direct moral teaching is in proportion to the earnestness and character of the teacher. Where the personality or character of the teacher is such as to militate against moral progress or to promote deterioration of morals in the pupils, there should, in the Education Department, be no hesitation in treating such disqualifications as grounds for the removal of the teacher so disqualified. It is to be remembered that the charge now-a-days brought against the existing system of education is, not merely that it fails to effect an improvement in morals, but that it tends to produce an actual deterioration,—a loss of the old spirit of reverence for elders, respect for authority, courtesy of manner and submission to discipline. No doubt parents are to some extent responsible for not insisting on adherence to the old ideals in these respects, but the responsibilities of teachers cannot be minimised. Testimony is borne in the report to the efficacy of denominational religious training. The Department, His Honour believes, is ready to welcome the co-operation of all religious bodies in promoting such training, and he brings to the notice of all concerned the suggestion that denominational boarding-houses might well be built in connection with the larger high schools.

9. The administrative changes introduced during the year include the re-arrangement by which Inspectors' charges correspond with Commissioners' divisions, the abolition of the school year as a period distinct from the financial year, the discontinuance of the system under which District Inspectors were employed outside their districts, and the adoption of the policy, advocated by Government in the review of last year's report, of making boarding-houses more nearly self-supporting. There are many other matters of importance noticed

in the present report, which is of more than average interest. The Lieutenant-Governor is indebted to Mr. Godley for it and for the efficient administration of the department during the year by him and the officers serving under him. Nor does His Honour forget that the activities of the department do not represent the sum total of educational effort in the province, which in a yearly increasing degree owes a debt of gratitude to the missionary and other religious bodies engaged in the work of teaching. The services rendered to the cause of education by individuals both by benefactions and by the exercise of personal influence and encouragement should also be noticed. His Honour trusts that Government officers will ever be on the alert to extend recognition and support to all praiseworthy efforts of the kind.

ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction for information, and to the Government of India, Home Department, with copies of the report.

By order of His Honour the Lieutenant-Governor, Punjab,

M. W. FENTON,

Chief Secretary to Government, Punjab.

Punjab Government Press, Lahore—18-11-10—1956—455—K. C. M.

Chapter I.—General Summary.

Change of system.—The statistics given in this report relate only to the financial year 1909-10, and not to the school year as in former reports. The school year varied in different districts, and hence the figures compiled for each district and subsequently embodied in the annual report for the province did not relate to a uniform period, and were to a certain extent misleading. The system has now been adopted of synchronizing the school year with the financial year in all districts, a change which was recommended by the Educational Conference which met in 1909 and which is believed to be in the interest of schools generally. It should now be possible to reconcile in some degree the figures of expenditure given in the report with those of the Accountant-General, and every effort has been made, by verification at the local treasuries and otherwise, to bring them into accordance. The attempt, which has involved considerable delay in the production of the report, has not been wholly successful this year, owing to the difference of the systems under which the two sets of figures are compiled; but it is hoped that a second experiment will have a better result.

2. *Number of public institutions.*—There were 4,351 public institutions of various kinds in existence during 1909-10, compared with 4,404 in 1908-09. The following list gives the details :—

Institutions for Males.

Arts Colleges	10
Professional Colleges	5 (+1)
High Schools	98 (+4)
Middle Schools	206 (+4)
Primary Schools	3,345 (−63)
Institutions for special instruction... ...	30 (+2)

For Females.

Professional Colleges	2
High Schools	12
Middle Schools	30 (−2)
Primary Schools	602 (+2)
Institutions for special instruction... ...	11 (−1)

It will be noticed that while the number of secondary schools shows a satisfactory increase, there has been a large decrease in primary schools, particulars regarding which are given in Chapter V. This decrease is partly due to a weeding-out of inefficient and ill-attended schools which had been started in advance of the demand, and it is not, therefore, wholly a sign of retrogression.

3. *Attendance in public institutions.*—The figures of attendance show a remarkable increase of 22,933 pupils. This is only surpassed by the corresponding figures (26,728) for 1905-06, a year in which the number of institutions increased by 706. The increase, which has occurred in almost every type of school and college, is in detail as follows :—

Males.

Arts Colleges	2,022 (+162)
Professional Colleges	549 (+8)
High Schools	40,825 (+5,929)
Middle Schools	40,959 (+4,253)
Primary Schools	158,314 (+8,506)
Special Institutions	3,238 (+399)
Total increase ...	19,257

Females.

Professional Colleges	35 (−5)
High Schools	1,077 (+58)
Middle Schools	3,071 (+203)
Primary Schools	25,943 (+3,585)
Special Institutions	636 (−15)
Total increase ...	3,676

The increase of pupils attending high schools is double that of the preceding year, and that of pupils attending primary schools nearly treble. The total number of pupils in all classes of institutions, public and private, was 285,480 males and 43,986 females, showing an increase of 19,855 and 7,035 respectively. The proportion of boys at school to the number of school-going age is now 17·39, and that of girls 3·12 per cent. Agriculturists' children number 49·5 per cent. in primary schools and 24·6 per cent. in secondary schools, of the total attendance. Classified by denominations, the attendance was—

Hindus	144,205
Muhammadans	139,251
Sikhs	37,863
Christians	6,566
Others	1,581

Hindus, including Sikhs, increased by 15,646 or 8·6 per cent. and Muhammadans by 11,352 or 8·1 per cent.

4. *Expenditure.*—The total expenditure on public institutions of all kinds increased by Rs. 2,84,104 to Rs. 58,43,382. The following is a comparative statement of expenditure from each source:—

	1908-09.	1909-10.	Difference.
	Rs.	Rs.	Rs.
Provincial	17,66,494	18,60,957	+94,463
District Funds	12,43,187	12,39,489	−3,698
Municipal Funds	3,05,695	3,42,982	+37,287
Fees	11,98,380	13,33,945	+1,35,565
Private	9,00,191	9,19,981	+19,790
Imperial	1,45,331	1,46,028	+697
		Total increase ...	2,84,104

Direct expenditure, *i. e.* on tuition, increased by Rs. 1,99,895 to Rs. 36,86,429, and indirect expenditure, *i. e.* on inspection, scholarships, buildings, &c., by Rs. 84,709 to Rs. 21,56,953. Of the increase in Provincial expenditure Rs. 58,000 more were spent on the Medical and Agricultural Colleges. An increase of Rs. 22,000 in Provincial expenditure on the University is only nominal, a different method of adjusting the account having been adopted. Provincial expenditure under "Miscellaneous" included Rs. 15,167 for research work at the Agricultural College. Less was spent on the Government College, secondary schools under Government management, and training institutions. The net expenditure of District Boards on secondary schools increased, while their expenditure on primary schools fell off by Rs. 12,474 and on buildings and furniture, chiefly of primary schools, by Rs. 19,764. It should be noted that of the total direct net expenditure of the boards on vernacular middle and primary schools, *viz.*, some 8 lakhs, Rs. 4,20,000, or more than half, are contributed by special grants from Imperial and Provincial funds for primary education. The remainder represents an average expenditure of about Rs. 13,700 per district on vernacular education. Receipts from fees have increased in secondary schools by over one lakh, and also in Arts Colleges and boarding-houses: in primary schools they are practically stationary, while they have fallen in the case of the University.

The average annual cost of educating each pupil in a district board primary school is Rs. 5-12-0, and in a municipal board primary school Rs. 7-9-0. Allowing for an increase in the pay of teachers, an estimate of Rs. 8 would probably not be excessive. The number of children of school-going age in the province may be roughly estimated at three millions. If free and universal primary education were introduced, and if a third of the total number attended primary schools, the cost to the country would thus be Rs. 80,00,000; and with an increase of normal schools and of the inspecting agency it might amount ulti-

mately to Rs. 1,00,00,000. The amount spent on primary schools from private funds is at present less than a lakh, so that the bulk of this large sum would have to be contributed from rates and taxes.

5. *Provincial budget.*—The expenditure shown in Table IV of this report does not coincide with that shown by the Accountant-General to have been incurred by the Education Department, and a reconciliation of the figures can be only approximate. Table IV includes expenditure on school buildings incurred by the Public Works Department, expenditure on the Medical College and boarding-house and grants to other medical institutions, and also expenditure on the Veterinary and Agricultural Colleges. These purposes are not provided for in the Education budget, and hence purely departmental expenditure is classed as distinct from educational expenditure generally. The Education budget allotment for 1909-10 was Rs. 21,07,000, and the figures supplied by the Accountant-General show an expenditure of Rs. 22,60,336, in which is included the grant of 3 lakhs from Imperial funds for primary education. The excess is due to a special grant of Rs. 50,000 from Imperial funds to the University and to insufficient provision having been made for Government schools and grants-in-aid. The increase over last year's expenditure was only Rs. 35,647, nearly half of which was covered by the increase in fee receipts in Government institutions for general education. Deducting Imperial contributions and receipts from fees, &c., Provincial expenditure on education has, roughly speaking, amounted to 16 lakhs annually in recent years, an amount which, as I remarked last year, is inadequate to meet the growing educational needs of the Province.

6. *General remarks.*—The year has been one of unusual development, judged by numerical tests, but the extension and improvement of school accommodation are not keeping pace with the demand for education shown in the growth of school attendance, and the difficulty of recruiting good material for the teaching profession is being felt more acutely. The remarks of the Delhi Inspector, which are applicable to the province generally, may be quoted:—
"Given the money to improve our staffs of teachers by attracting better and more qualified men and in greater numbers, and to improve our ill-designed and over-crowded school buildings—the two most potent factors of all real progress—and progress would be accelerated in an astonishing degree." In education it is quality rather than quantity that matters, and here it is to be feared that there are few signs of progress, owing to the want of funds for buildings and teachers. The remedy for this can only be found in an increase of State aid and private contributions, unless local school rates are levied as in European countries. The chief educational measures of the year were—(*a*) the introduction of a uniform school year already alluded to, (*b*) the discontinuance of the system by which Inspectors and their assistants were bound to visit all the schools in a district within a fixed period, for the purpose of awarding grants and issuing upper primary certificates, and (*c*) a consequent re-arrangement of the duties of district inspectors, who are no longer employed outside their own districts. Endeavour was also made to simplify the system of reports and to curtail clerical work of a routine nature in the Inspectors' offices. Boarding-houses attached to Government schools were made more self-supporting, and a higher scale of fees was introduced in the Central Model School, Lahore. It is satisfactory to learn from the Inspectors' reports that the district officers have cordially co-operated with the Department in educational administration.

Chapter II.—Controlling Agencies.

7. *Direction.*—I remained Director throughout the year.

8. *Inspection, Delhi.*—Mr. Wright relieved L. Sheo Dayal of the charge of the division in August, on return from furlough. He visited all the Government and Board high schools, in addition to schools of lower grade and six secondary schools in Native States, before the close of the year. The Assistant Inspectors are said to have worked with zeal; and of the district staff Chaudhri Gayan Singh, District Inspector of Rohtak; L. Sadhu Narayan, District Inspector of Gurgaon; L. Raghbir Chand, Assistant District Inspector, Hissar; and L. Bhagwati Sahai, Assistant District Inspector, Delhi, are specially commended.

Jullundur.—The late Rai Bahadur L. Umrao Singh was succeeded by L. Sheo Lal in September. The death of L. Umrao Singh, who was the senior of the inspecting officers in the Provincial service, was a loss much to be regretted. A satisfactory amount of inspecting work was accomplished, and the work of L. Sheo Sarn Das, District Inspector, Ferozepore, and Qazi Muhammad Muhsin, Assistant District Inspector, Hoshiarpur, is specially commended.

Lahore.—Mr. Crosse remained in charge and was assisted in the inspection of secondary schools in Lahore by Mr. Wyatt. All the secondary schools were visited twice by the Inspector and his assistants. Mr. Crosse expresses satisfaction with the work of the subordinate staff. A second Assistant District Inspector was appointed to Sialkot.

Multan.—Rai Sahib L. Sundar Das Suri relieved L. Sheo Lal in September. The work of the subordinate staff is commended, and Bhai Hari Singh, and M. Ahmad Din, Assistant Inspectors, again win praise. Assistant District Inspectors were appointed to the Lyallpur and Muzaffargarh districts.

Rawalpindi.—M. Umr-ud-din remained in charge throughout the year and worked with zeal and energy. His assistants, especially M. Niaz Ali, are well spoken of, and the work of the district staff is considered to have been satisfactory except in four cases.

European Schools.—Mr. Wyatt remained in charge. In addition to visiting European schools the Inspector helps in the inspection of schools in the Lahore division, and is sometimes assigned special duties.

Girls' Schools.—Miss Stratford officiated as Senior Inspectress, Mrs. Ingram continuing as Junior Inspectress. Mrs. Gilbertson, Assistant Inspectress, was given a local jurisdiction in the Delhi division. This arrangement is expected to work well. The total number of schools inspected was 296 (21 secondary and 275 primary and indigenous).

9. *Change of system.*—The rearrangement by which an Inspector's charge corresponds with a Commissioner's division seems to meet with the approval of the officers concerned. Mr. Wright says :—"It has everything to recommend it, not the least being the closer touch of the Inspector with the head of the division and with the civil authorities generally." Further changes followed on the introduction of a uniform school year, which involved the abolition of the system by which the annual inspection of a district marked the close of the school year for that district. The general effect of these changes was to invest District Inspectors with greater responsibilities, and to release Inspectors and their assistants from the obligation to visit all the schools in a district within a given period. The practice of deputing District Inspectors to assist in the annual inspection of other districts, which was rendered necessary by the old system, has now been abolished. With the spread of education the duties of a District Inspector have greatly increased in importance, and it can hardly be denied that the remuneration of this very deserving class of officers is inadequate to the services which they are now rendering.

10. *District Boards.*—In the Delhi division there was a decrease of Rs. 11,360 in the total net expenditure of the district boards on education. The Hissar district board showed activity in founding scholarships and improving school buildings, but Gurgaon and Karnal spent comparatively little. In the Jullundur division the boards are reported to have spent liberally on the whole. In Kangra Rs. 10,000 were spent on new buildings, and salaries were raised. In the Jullundur district, however, shortage of funds necessitated the closing of schools, and the Deputy Commissioner does not think the year a successful one educationally. In Ludhiana also schools had to be closed and salaries reduced. The Lahore Inspector says that the amount provided for education did not approach the standard minimum in any district of the division except Gurdaspur and Amritsar. "Thus the Government grant for primary education is to some extent deflected from its intended object". Salaries were raised in Lahore and Amritsar. Gurdaspur and Sialkot are well administered, but in Gujranwala the staff is ill-paid and the schools are inferior. In the Multan division the net expenditure decreased except in Multan and Muzaffargarh. Expenditure on school buildings in Multan was liberal, and salaries were raised in Dera Ghazi Khan, Montgomery, and

Muzaffargarh. In the Rawalpindi division expenditure was generally sufficient, but the Inspector says that in Attock "out of the Government grant of Rs. 10,000 for the extension of primary education Rs. 7,799 were diverted to objects other than educational." Owing to want of funds schools had to be closed in Rawalpindi and Mianwali, but school buildings were much improved in Shahpur and Gujrat.

In pursuance of the policy advocated by the Decentralization Commission of giving local bodies more independence in regulating their expenditure, Government has abolished the rule by which district boards can be called upon to spend a minimum percentage of their income on education. It has been found impossible in the past to enforce the spending of this proportion in all cases, and the Education Department is not in a position to gauge the urgency of the various demands on the resources of local bodies. The present position, however, cannot be regarded as wholly satisfactory, inasmuch as large grants are being made from Imperial and Provincial funds to local bodies without any guarantee that these bodies are spending a proportionate sum from their own resources. In no country where popular education is the concern of the State are local bodies subsidised from State funds except under stringent conditions, for the observance of which the Education Department of Government is made responsible. Whether a different system will succeed in this province depends on the extent to which the boards realize their responsibilities in the matter of extending elementary education.

Municipal Committees.—In the Delhi division the committees spent some Rs. 10,500 more on education, chiefly owing to an increase of fees and Government grants. The management was fairly satisfactory. The educational expenditure of the Delhi municipality amounts to Rs. 24,283, while the grants from Provincial funds to educational institutions in Delhi, including the net expenditure on the Government High School, aggregate Rs. 34,392. In Jullundur they spent less than before, and made few improvements. In Lahore division the net expenditure rose in the case of Lahore, Gujranwala, and two minor municipalities, but fell elsewhere. The Inspector thinks that Amritsar, Batala, and Sialkot should spend more. In Multan the committees are considered to be fairly discharging their liabilities. In Rawalpindi the net expenditure was slightly higher, and some improvements were made. The smaller municipalities in the Province have such scanty funds at their disposal that a rigid standard of educational expenditure cannot be applied.

11. *Other Managing Bodies.*—In the Delhi division a large number of schools are maintained by private agencies more or less efficiently. Mission enterprise is particularly strong. The S. P. G. and the Baptist Mission maintain a number of indigenous schools in Delhi, Gurgaon, Karnal, and Ambala, and the Arya, Sikh and Muhammadan organizations are also fairly active. The Jains maintain schools at Hissar, Hansi and Panipat. In Jullundur the Arya Samaj takes the lead: there are Islamia high schools at Hoshiarpur and Ludhiana: and the Dev Samaj has two high schools, for boys and girls, at Ferozepore. The Khalsa High School at Ludhiana was placed on the list of recognised schools during the year. In the Lahore division all denominations are active, and of non-sectarian schools the Victoria Diamond Jubilee High School at Wazirabad is particularly efficient. In the Multan division the Church Missionary Society manages a number of schools, and the Arya Samaj schools at Multan and Khalsa schools at Lyallpur also deserve notice. In Rawalpindi the American U. P. Mission and Arya Samaj manage several secondary schools, and three Anglo-vernacular middle schools are maintained by the Sikh community. The Rawalpindi Anjuman are taking steps to improve their high school, which has not been prospering hitherto.

Speaking generally, it may be observed that the most successful and popular schools maintained by private bodies are, with rare exception, denominational in character; and that the efforts of denominational bodies, excepting Christian missions, are more directed to establishing secondary schools in towns than to spreading elementary education.

Chapter III.—Collegiate Education.

12. *Number of institutions and students.*—Arts Colleges in British territory (including the Oriental College) number ten as last year. The number of students has risen from 1,860 to 2,022.

13. *Expenditure.*—The total expenditure on Arts Colleges rose by Rs. 6,556 to Rs. 3,19,404, of which fees contributed Rs. 1,13,944, or Rs. 11,701 more than last year; provincial revenues Rs. 1,27,274, or Rs. 8,044 more; subscriptions Rs. 27,980, or Rs. 3,120 less, and endowments Rs. 47,206, or Rs. 10,585 less.

14. *The University.*—The expenditure rose by Rs. 7,054 to Rs. 1,93,697 and the receipts by Rs. 10,690 to Rs. 2,13,211. Rules were framed and sanctioned by Government for the election of Fellows by registered graduates, and two Fellows were so elected. Among the changes in the regulations may be noticed the separation of history from political economy for the degree examinations; the inter-collegiate rules were also revised. Bishop Cotton School, Auckland House, and St. Bede's College were disaffiliated on the ground that these institutions no longer needed the privileges of affiliation, and could not fulfil the necessary conditions. The B. A. classes of the Hindu College, Delhi, were also disaffiliated. At Convocations held in April and December, honorary degrees were conferred on H. E. the Viceroy, and on Sir P. C. Chatterjee, formerly Vice-Chancellor: 227 candidates, more by 55 than in 1908, received degrees.

15. *Government College, Lahore.*—The number of students rose from 383 to 402. A limit is now fixed to admissions. The expenditure rose by Rs. 507 to Rs. 1,13,893, while fees increased by Rs. 2,545. Thirty per cent. of the expenditure is now met from fees, and it may be roughly estimated that the education of each student costs the Province Rs. 190 annually. B. Gopal Singh Chawla returned to the college as professor of mathematics, after taking a high degree at Cambridge; and a second assistant professor of mathematics has been added to the staff, making the teaching of mathematics much more efficient. The professorship of philosophy is still vacant, the duties being temporarily performed by Dr. Muhammad Iqbal. M. Muhammad Said, of the M. A. O. College, Aligarh, was appointed assistant professor of English in October, Mr. Gilbertson having been transferred to a headmastership. The development of the college continues to be chiefly on the science side: 247 students took up physics, 242 chemistry, 174 zoology and 172 botany. Advanced instruction in botany and zoology is becoming more popular. The chemical laboratory is being enlarged, and Rs. 14,000 have been spent on sample fittings. Research work has been done in chemistry and biology. The results of examinations were satisfactory and in athletics the usual high standard was maintained. The swimming bath was brought into use during the year. The various clubs and societies were active. Among the needs enumerated by the Principal in his report are new physics and biology laboratories, and additional professors of English, botany, and economics. It is open to question, however, whether any one college can maintain a full staff of teachers for every subject included in the University courses.

16. *St. Stephen's College, Delhi.*—The numbers rose from 119 to 164, and the expenditure by Rs. 3,516, to which increased fees contributed Rs. 2,961. The temporary Government grant of Rs. 100 per mensem ceased in June, and was not renewed. The Principal thinks the financial position unsatisfactory, especially as the policy of the college is to limit the number of students so as to be able to give them individual attention. The college has had a successful year, in examination results and otherwise. The tutorial system is carefully carried out, individual tuition is given in English to the B. A. classes, and lectures and debates are special features of the college life.

17. *Forman Christian College, Lahore.*—The number rose from 411 to 426. The expenditure was 47,590; fees, amounting to Rs. 30,735, covered two-thirds of this. The college did well in examinations generally, although the percentage of passes in the Intermediate was low. The football and athletic trophies in the tournament were won by the college teams, and the usual activity was shown in other respects. Lectures to M. A. classes continue to be shared with the Government College.

18. *Dayanand Anglo-Vedic College, Lahore.*—The numbers rose from 471 to 543. The expenditure was Rs. 22,128, of which fees defrayed Rs. 17,977. There were several changes in the staff. The examination results were good: in

the Intermediate 117 passed out of 202. The new science block has been completed and fitted up at a cost of Rs. 90,000. Religious instruction was systematically given, the library was well used, and gymnastics and other athletic exercises were encouraged. The number of boarders was 536.

19. *Islamia College, Lahore.*—The numbers rose from 90 to 112; the expenditure, Rs. 20,402, was slightly less than last year. Fees amounted to Rs. 4,089. The examination results were fair. The new library and reading room were completed, and the main building is already in partial use. The college won the trophy for gymnastics in the tournament.

20. *Khalsa College, Amritsar.*—The numbers rose from 152 to 175, and the expenditure by Rs. 2,241 to Rs. 28,890. Owing to want of funds it has not been possible as yet to carry out the scheme to improve the salaries of the staff: the college building, however, is on its way to completion. The examination results were only fair: in the Intermediate, 15 passed out of 70 sent up. The college won the hockey trophy in the tournament.

21. *Hindu College, Delhi.*—The number of students fell to 16. Out of 7 sent up for the Intermediate examination 4 passed. It is regrettable that although the college now occupies a good building, it continues to lose in popularity. The staff underwent many changes.

22. *Gordon Mission College, Rawalpindi.*—There was little change in the number of students and in the expenditure. The examination results were exceptionally good, all the six candidates sent up for the B. A. examination passing.

23. *Murray College, Sialkot.*—The number of students rose to 43: the expenditure was Rs. 9,280, of which fees contributed Rs. 2,444. The college moved into its new building, which was formally opened by H. H. the Lieutenant-Governor in October. Eight out of 19 candidates were successful in the Intermediate examination.

24. *Oriental College, Lahore.*—The numbers in the college classes fell from 99 to 73, of whom 36 were scholarship-holders; while the expenditure increased by Rs. 1,529 to 23,595, fees contributing only Rs. 115. The report submitted is merely statistical, and nothing is said as to the new scheme which is understood to have been introduced.

25. *General remarks.*—It is satisfactory to report that all the Arts Colleges, except unfortunately the Hindu College, Delhi, are showing signs of progress and development. The recently opened Dayal Singh College at Lahore will help to accommodate the rapidly increasing number of students, which now stands at 1,483 in the four Lahore Arts colleges. With stricter University control the standard of education in affiliated colleges is steadily rising, and it is felt that a higher standard should also be demanded of the schools. Thus the Principal of the Government College writes:—"Students who are fit to begin the degree course who are able to keep up, do their work regularly and consistently and pass in the college examinations—these are a minority. A large number are quite unfit to enter upon the course, for the degree. They soon lose ground, lag hopelessly in the rear, give up the attempt to keep pace with the classes and trust to come up with a frantic spurt at the end, to pass somehow by cramming night and day during the last two months. These have never passed in a house examination during the two years course; but they are surprised and indignant when they are plucked by the University examiners. In time perhaps parents may come to realise that their boys lose instead of gaining time, and run a very great risk of ruining their health, their careers, and their lives by rushing into the degree course before they are thoroughly prepared for it. If a solid foundation has not been laid at school it cannot be laid afterwards." Mr. Rudra, Principal of St. Stephen's College, says:—"I cannot, however, hide from myself the serious disadvantage that the majority of students entering a college labour under, on account of their imperfect acquaintance with the English language, which is the medium in which all our work is done. The mental strain on the students is very severe when difficult subjects of study are undertaken in a foreign language, and this is largely responsible for "cram", as it is called, for general poverty of thought and mechanical habits of mind. When to this is added the fact that the generality of students aim at nothing more than a mere pass, we cannot but have a large amount of unintelligent memorising. There is a tendency in the Indian public to press for lowering of standards. But the real remedy to meet the question of securing a higher percentage of passes and a guarantee of doing really good work in our colleges is to emphasise the need of a much higher standard of English in the Matriculation examination."

Chapter IV.—Secondary Education (Boys).

26. *Number of schools and pupils.*—The number of schools rose from 296 to 304. The Khalsa High Schools at Ludhiana and Lyallpur were added to the list of recognised schools. The Sanatan Dharm High School at Lahore and the Talim-ul-Islam High School at Qadian were placed on the list of aided institutions. The Anglo-Vernacular Middle Schools at Kharar (Ambala), Dera Baba Nanak and Dinga were raised to the status of high schools, and four primary schools in the Rawalpindi division were made vernacular middle schools. The number of pupils rose by 10,182 to 71,784, the increase being chiefly in the Lahore and Rawalpindi divisions, and in high schools—in vernacular middle schools it was 2,087. This unprecedented rate of increase points to the growing strength of the demand for higher and especially English education—a demand which the existing schools find it difficult to cope with. The increase is common to secondary schools under private as well as Government and board management.

27. *Expenditure.*—The expenditure rose from Rs. 14,40,256 to Rs. 15,28,728. Fees increased by Rs. 30,567 to Rs. 6,88,622 and defrayed 45 per cent. of the total expenditure—in English-teaching schools under the management of local boards the proportion was 63 per cent. The receipts in Government high schools increased by Rs. 13,755, and expenditure from Provincial funds fell by Rs. 6,889.

28. *Examinations.*—In the University Entrance examination 1,500 candidates passed out of 3,094 sent up, which is an improvement on last year's results. Judged by percentages, the most successful schools were the Victoria Diamond Jubilee High School at Wazirabad (43 out of 50), the Anglo-Sanskrit High School at Eminabad (12 out of 13), and the Government High Schools at Muzaffargarh, Mianwali, and Hissar ; the larger schools secured lower percentages. In the vernacular middle school examination 1,219 passed out of 1,743, or 70 per cent.

29. *Instruction.*—Improvement in the methods of instruction largely depends on the supply of qualified teachers, and owing to the comparatively low emoluments of the profession, little advance in this respect is noticeable. The teacher's calling is too often adopted as a makeshift, to be relinquished when a better opportunity offers. Hence changes are frequent, and a headmaster with an inefficient, insufficient and migratory staff cannot do justice to his responsibilities. The Lahore Inspector describes one high school in his division as "practically a rest-house for passing teachers," and remarks "the Anglo-vernacular middle school at a distance from a large town is usually the worst sufferer, where salaries are not sufficient to compensate for an unattractive locality, and teachers have less opportunity of keeping up their English." An effort is being made to make English teaching, which is the backbone of the high school curriculum, more practical and effective, by insisting on what is called the direct method. Mr. Crosse says :—"The method may be said to have been introduced fully from June last. At my annual visits last cold weather I tested the work in every school and found that even with inferior teachers some progress was being made, and that where they were of a better type and at all interested, there had been great advance in the power to use the language, that reading was more intelligent and more fluent and that pronunciation was better. At Pasrur I was surprised at the progress made in the primary and special classes and realised that at last the teaching was on right lines and reform was possible, and this was confirmed when I found in the Government High School, Sialkot, that the system was working most successfully in all classes and to an extent quite beyond my greatest expectation. In every Anglo-vernacular school in this division there has been, I may safely say, a radical change for the better, and though schools are unequal I am well satisfied with the result of ten months' work. The M. A. O. and the Khalsa Schools in Amritsar, the Pasrur and Government High Schools, Sialkot, may be mentioned as showing the most marked progress, and I can only wish that disbelievers in the system would spend half an hour in one of these schools and learn for themselves what has been actually achieved. I may be permitted to briefly outline the system I have enforced. First of all translation has been rigidly excluded as a means of instruction in the four lower classes except so far as it is necessary to use it to overcome difficulties otherwise inexplicable. In place of translation the meanings of nouns are taught by objective illustrations and verbs by connecting the words with their corresponding actions. Prepositions are taught as far as possible in pairs by contrast and practical illustration, and adjectives

and adverbs are taught much in the same way. English is commenced orally in the 4th primary and for the first two months conversation only is allowed, then reading begins and goes hand-in-hand with speaking. In the 5th primary, in addition to special conversation lessons, every reading lesson is made the subject of conversation and in the secondary classes every lesson is talked upon. To make this method practicable it is necessary that the early reader shall be in easy and understandable English, free from difficult idioms and constructions. Such books are now in use with the result that in place of some 80 or 90 pages of difficult language, laboriously plodded through word by word, and not even then grasped, boys are now able to read from 250 to 350 pages with ease and delight. Lastly from the earliest stage boys are practised in easy oral and written composition. To help teachers still further I have printed and issued a simple note giving some instructions on the teaching of the various branches of the subject. I hope that another year will produce such a marked change for the better that the method will be not only firmly established but believed in."

30. *Discipline and moral training.*—There is evidence that the importance of training character is being more fully realised. The Delhi Inspector remarks that the obstacles are the want of co-operation on the part of parents, the evil influences outside the school, and the low ideals or indifference on the part of some of the staff. Maulvi Umr-ud-din, the Rawalpindi Inspector, thinks that the manners of the present-day schoolboy leave much to be desired, and that he is lacking in respect for his elders. He says:—"Mutual co-operation between guardians and teachers, and the influence of teachers by their character and example are the best means, under the present state of our society, for forming the character of our pupils. There are certainly parents and teachers who take a keen interest in the moral well-being of their children or pupils, but their number is very small. In order to draw these two authorities of the home and the school into closer association with the school the headmasters of Government schools have issued progress reports of the pupils to their parents. But this is not sufficient. The parents should be asked to attend prize givings and other events of the school, and should be encouraged to have private interviews with the headmaster and the class teacher as the interests of the individual pupils may require. I note it with regret that there is now-a-days much aloofness between the parents and the teachers, and it is the duty of the latter to adopt measures to remove it." Rai Sahib Sundar Das Suri, the Multan Inspector, writes:—"Owing to a variety of causes the constitution of Indian society is undergoing great changes, and these not unnaturally have their effect on the rising generation. Whatever might be the ultimate result, some of the tendencies are not free from evil and it is the duty of the parents and schoolmasters to co-operate to check their rank growth. The boys above all need to learn that courtesy, suavity of manner and submission to constituted authority are entirely consistent with frankness, manliness, and self-respect." All Inspectors lay stress on the necessity of getting teachers of the right stamp, who realize their responsibilities.

31. *Physical training.*—The secondary schools have instructors in drill and gymnastics, and games are played with keenness where there are playgrounds, but the want of the latter is generally felt. District tournaments were held in most districts, and the divisional tournaments this year are reported to have been most successful; a sportsmanlike spirit prevailed, and much local interest was evinced.

32. *Buildings and equipment.*—Owing to want of funds nothing has been done to carry out the schemes elaborated some years ago for providing Government schools with new or improved buildings, and the very inferior housing of some of these schools has militated against their usefulness. The Jullundur Government High School, for instance, is the worst housed in the division, and in Hoshiarpur the Government school is considered to be worse off in this respect than the other schools of the district. Government schools cannot fulfil the vocation for which they were provincialized until the buildings are favourable to teaching, discipline and the health of the scholars. The evils of overcrowding have been accentuated by the recent increase in the number of pupils, although a few efforts are being made to provide extra accommodation. Some of the middle schools in Hissar have been enlarged; the Rupar municipality is erecting a new school building; and several additions have been made to board schools in the Rawalpindi division. About Rs. 20,000 have been spent on the new Khalsa High School at Lyallpur. In the Lahore division "the Dayanand Anglo-Vedic and the Dayal Singh High Schools have been contemplating expansion for years, but there is still nothing to show for it; and the managers of the large Islamia High School can secure no accommodation for their junior classes even at a high rental." In the Jullundur division religious societies spent Rs. 38,000 on school buildings. A standard

plan for a high school has been prepared, in readiness for new undertakings of the kind.

33. *Boarding-houses.*—Boarding-houses are attached to most of the secondary schools in the province, but in the Rawalpindi division 14 schools are still without them. They are often overcrowded and imperfectly supervised, but even so the advantages are considered to outweigh the defects, and the Lahore Inspector says, " where large areas have only one middle school, a middle school without a boarding-house is an anomaly." The provision of denominational hostels in connection with the large Government high schools could, as remarked last year, be advantageously undertaken by religious societies interested in bringing the youth of the country under healthy influences.

34. *Private enterprise.*—In the Delhi division a Mission Anglo-vernacular middle school has been started at Kotgarh in the Simla district, and another Anglo-vernacular school has been established by private liberality in Gurgaon. In the Jullundur division the Khalsa School at Ludhiana has been newly established, and the Anjuman and the Sanatan Dharm Sabha at Hoshiarpur have erected new buildings. In Lahore private enterprise has been active : a new high school has been opened at Sialkot and subscriptions have been raised locally for the schools at Kanjrur and Dera Baba Nanak. In Rawalpindi the local Islamia School is being improved and three newly started Anglo-vernacular middle schools in Gujrat and Jhelum have applied for recognition. The residents of Mianwali subscribed Rs. 3,000 to found a scholarship in honour of the Lieutenant-Governor's visit. The new Khalsa High School at Lyallpur is a testimony to the educational zeal of the Sikhs in that district.

Chapter V.—Primary Education (Boys).

35. *Number of schools and pupils.*—The number of elementary schools conforming to departmental standards fell from 3,408 to 3,345. Board schools decreased by 33, and aided schools by 30. As this denotes a reaction after the uninterrupted progress of recent years, further details may be of interest. Board schools decreased chiefly in the Jullundur and Rawalpindi divisions, where several district boards found it necessary to retrench their educational expenditure. Thus in Jullundur 17 board schools were closed ; 10 in Ludhiana ; 11 in Ferozepore ; 21 in Rawalpindi ; 8 in Mianwali. In contrast to this 10 schools were opened in Kangra, and 12 in Shahpur. The decrease in the number of aided schools was chiefly in the Sialkot and Mianwali districts ; in the latter district the board withheld some of the grants due, owing to paucity of funds. Several of the board schools closed had attracted only a small attendance, the demand proving unequal to expectations ; and the policy in some districts is now to spend money more on increasing teachers' pay and rendering the existing schools efficient, than on opening a number of experimental new schools in a hurry and in advance of the demand. Educationally there is much to recommend this course until funds are more plentiful, although the improvements thus achieved cannot be so readily exhibited in statistics. The closing of schools, however, has not affected the attendance, the number of pupils having risen by 8,506 to 158,312 : whereas in 1908-09, when 76 new board schools were opened, the increase of pupils amounted to only 3,516. This increase is chiefly in pupils attending board schools. An unsatisfactory feature is that it is virtually confined to the Lahore and Jullundur divisions : the more backward parts of the province are making no perceptible advance. In the above two divisions alone the increase of pupils amounts to 5,875, and that of agriculturists' children to 4,207, whereas in Rawalpindi there has been a decrease, and Multan and Delhi are practically stationary.

36. *Expenditure.*—The total direct expenditure on primary education was Rs. 8,24,758, Rs. 4,495 less than in 1908-09. Fees increased by Rs. 2,710 to Rs. 79,832. It is noticeable that no division shows an increase of expenditure, although the receipts from fees rose in Jullundur, Lahore and Multan. The Karnal District Board is said to have spent Rs. 6,000 less than in the previous year, and the total net expenditure from district board funds fell by Rs. 15,169 ; about Rs. 7,500 more, however, were spent on buildings. The fee receipts in

primary schools managed by local bodies amount to about Rs. 60,000. Part of this is derived from fees levied in Anglo-vernacular classes; the remainder constitutes a source of income which it would be injudicious to part with, unless the levy of fees can be shown to be impeding educational progress. In lower primary schools, where the fees range from one to three annas monthly, with remissions in the case of poor scholars and agriculturists' children, there is no likelihood that the abolition of these payments would have any perceptible effect in increasing school attendance; and when schools are few, it is not unreasonable that the beneficiaries should make a small contribution towards their maintenance. Advocates of the abolition of fees do not seem to realize that the teacher must be paid somehow, either from voluntary contributions, taxes, local rates or fees, and that fees have usually been discontinued in European countries, not because this mode of payment is essentially unsound, but because of the practical difficulty of combining it with a system of universal and compulsory education. And the abolition of school fees in existing schools does not mean that education is free for all, so long as the provision of schools is insufficient.

37. *Attitude of agriculturists.*—There is general evidence that agriculturists are gradually realising the advantage of sending their children to school. The number of such pupils has increased by 3,597, and they now form 49·5 per cent. of the pupils in primary schools. In Ambala agriculturists favour education, and the Jullundur Inspector writes: "Many zemindars in this division take so kindly to education that they consider that any time, however long, spent at school will save their children from doing mischief at home." The zemindar's chief object, however, in sending his son to school is to get him into Government employment, and it is improbable that any scheme of education on agricultural lines, however carefully devised, will arrest this tendency.

38. *Aided indigenous schools.*—In these schools instruction of a simpler type is imparted than in board primary schools. They are supported by small grants from district funds, and thus are cheap substitutes for board primary schools wherever there is private agency willing to open schools on humbler lines. The special object of according recognition and aid to schools of this type was to bring old-fashioned teachers within the influence of the department, and so to improve their methods. The people, however, prefer the modern primary school when they can get it; and district boards do not look on indigenous schools with much favour. In Delhi and Gurgaon they are chiefly under missionary control: in Hissar and Rohtak, the Inspector says, "it is impracticable to reach the masses through indigenous schools, owing to the dislike of the people for this type of school." In the Lahore Division there has been a decrease of 21 indigenous schools, but in Multan they increased by 29. The Multan Inspector says of the instruction:—
"Geography is an ill-taught subject almost everywhere, and reading is seldom intelligent enough. Writing is generally superior to that met with in an average board primary school."

39. *Curriculum.*—The Inspectors are generally of opinion that the special features of the rural scheme of studies, *viz.*, practical instruction in hundis, *bahi khata*, the native system of accounts, etc., are becoming more widely appreciated; but that the average teacher is unable for lack of training or aptitude to instruct efficiently in these subjects. Similarly with object lessons and drawing. Untrained teachers, who form a large part of the teaching staff, are unable to go beyond reading, writing, and arithmetic. The teaching of mensuration, however, has been made more practical by the appointment of itinerant patwaris to visit schools. It is liable to be forgotten that any reform of an educational system which does not take account of the teacher's capabilities is often worse than useless.

40. *The language question.*—Punjabi is now an alternative vernacular in village schools which can be introduced in place of Urdu if the residents desire it. It is also an optional language in the scheme of studies for Normal schools. The popular demand for the teaching of this language is apparently weak. There is no disposition to start Gurmukhi schools under the grant-in-aid system, and the total number of such schools was only forty-eight, *viz.*, three in Delhi, fourteen in Jullundur, sixteen in Lahore, five in Rawalpindi, and ten in Multan.

(mostly in Montgomery). The number of pupils attending Gurmukhi schools was 1,756. The Inspectors do not think that the schools are gaining in popularity and until the demand for Punjabi becomes strong and articulate, there can be no question of making this language compulsory. However desirable it may be theoretically that the language of the school-books should more or less correspond with the spoken language, the Department must be guided in this matter by the wishes of the parents concerned.

41. *Supply of teachers.*—The supply continues to be far short of the demand. Of 4,188 teachers employed in board primary schools only 2,423 were trained men, and trained teachers are seldom found in aided schools. A large number of the teachers employed are lads who have passed the middle school or upper primary examination, and some of them are even put in charge of schools. Thus in Hissar about 50 schools are entrusted to "middle passed" youths. In Gujranwala such teachers number 67 per cent. of the total. In this district, the Inspector says:—"Teachers are introduced of unknown antecedents, who do more harm than good, and are the mockery of pupils and people alike. One teacher was discovered who taught his pupils immoral songs to beguile the tedious hours of recess." In Rawalpindi the teacher's calling is said to be most unpopular, and the number of trained teachers has decreased. It is satisfactory to note that several district boards have raised the initial rate of pay for trained teachers: in Montgomery it is Rs. 16, and in Delhi and other districts Rs. 14 is the minimum. Provident funds have been started in many districts, and postal allowances ranging from Rs. 2 to Rs. 8 are paid to a large number of teachers in charge of village schools. The teacher's remuneration, therefore, is gradually advancing, although it has not yet reached the point of attracting competition.

42. *Private schools.*—Elementary schools classed as "private" include schools teaching religious books by rote, mahajani or business schools, and schools teaching a vernacular, some of which are annually brought on the list of aided institutions. Much reliance cannot be placed on the statistics collected. It is noticeable that schools (for boys and girls) teaching religious books have increased in Rawalpindi from 660 to 713, with 11,311 scholars. In Multan they number 501, with 6,757 scholars. In connection with the large number of private schools in Rawalpindi, the Inspector remarks that the percentage of boys receiving elementary education of some sort is comparatively high in this division. In Jhelum, for instance, it is as high as 30. Among educational experiments on non-departmental lines the most interesting is the revival of *Brahmacharya* by the Arya Samaj. A branch of the Hardwar Gurukul has recently been started near Multan, and another exists near Gujranwala. The value of this training as a preparation for life under modern conditions has yet to be proved, but the plan of founding self-contained residential schools away from the towns and inculcating simplicity of living has much to recommend it.

43. *Physical training.*—Under this head there is no new development to record. Drill and *desi kasrat* have been regularly taught by itinerant instructors. Native games are played, but playgrounds are unfortunately rare.

44. *Buildings.*—In the Delhi division 16 school houses were built by the boards, but the buildings are generally in poor repair. In Jullundur the schools are said to be fairly well housed. In Lahore only two new buildings are reported, one of which was partly paid for by the people; but the Amritsar District Board spent over Rs. 5,000 on extensions and repairs. Out of 390 board schools in the Rawalpindi division, 273 have their own buildings. Twenty-two new school houses were built, chiefly in Shahpur. It would probably be advantageous if the repair of school buildings were entrusted to school committees, and it might be a condition of starting new schools that the villagers should contribute a proportion of the cost of the building.

Chapter VI.—Training Institutions.

45. *Number.*—The number remains the same. The Government institutions for training teachers are the Central Training College at Lahore, five Normal schools, the Normal School for Women, Lahore, and the Sanawar class for

European teachers, which is maintained partly at the expense of the Government of India. There are two aided training classes for women teachers in European schools at Simla, and girls are trained for teaching in Indian schools at the Municipal Board School, Amritsar, and at a few Mission schools.

46. *Central Training College, Lahore.*—Mr. Knowlton remained in charge. Rai Sahib Sundar Das Suri, on being appointed Inspector of Schools, Multan Division, was succeeded as Vice-Principal by Lala Sheo Dayal, and there were a few other changes in the staff. The number of students rose from 182 to 189 (112 Hindus, 54 Muhammadans, 18 Sikhs, 1 Christian). The increase was chiefly in the Junior Anglo-vernacular class, where the number rose from 58 to 82, while the Senior vernacular class diminished from 89 to 75, owing to a reduction in the number of stipends. Thirteen students were stipendiaries sent from Native States in the Punjab. 158 candidates, or 90 per cent., obtained certificates. The B. T. class, the number in which has increased from four to eight, is now composed of teachers sent in from schools for training. Teachers in Government schools are allowed three-quarters of their pay while under training, or full pay in the case of salaries of Rs. 40 or under. The Principal again notes as an unsatisfactory feature that there is a deterioration in the quality of candidates coming forward for training: the number of graduates this year was only 17; and he attributes this to the low rate of pay offered to teachers generally. So far as the Education Department is concerned, the cause of complaint is perhaps less the actual rate of starting pay than the slowness of promotion caused by defective grading. Private schools have been improving their rates in recent years, and they cannot be expected to go much further without raising school fees or obtaining larger Government grants. Meanwhile the fact that University graduates show less desire to enter the teaching profession and that there is a leakage from the ranks of trained graduates, deserves the serious attention of all who are interested in the up-bringing of the present generation. It cannot be right that the majority of the students destined for the higher posts in our schools should have had no opportunity of benefiting from University influences.

47. *Expenditure.*—The expenditure for the year was Rs. 78,673, or Rs. 282 less than last year. Of this sum Rs. 74,458 were paid from Provincial revenues. The average yearly cost of each student's education was Rs. 389-6-0.

48. *Employment obtained by students.*—All the successful students found employment—the holders of the B. T. degree on salaries ranging as high as Rs. 150, most of the Senior Anglo-Vernacular students on Rs. 60 and upwards, the Junior Anglo-Vernacular students on Rs. 30 to Rs. 45, and the Senior Vernacular teachers on Rs. 14 to Rs. 20.

49. *Instruction.*—The Principal continues to devote attention to keeping the College abreast of modern theories of education, and a large part of his report is occupied with an exposition of the aims and method of the institution. The following extracts may be of interest :—

"The aim of the curricula of the Training College is fourfold :—

1. To ensure that teachers shall have, as far as possible, ample knowledge of the subjects they may be called upon to teach.

2. To ensure that the students shall have as practical a knowledge as possible of that language which is the medium of instruction, and that they can express themselves correctly, clearly and forcibly.

3. To give the students a grasp of the best methods and rules which must be followed and of the principles which underlie and justify those rules.

4. To give the students as many opportunities as possible (1) of seeing those rules applied by experienced teachers, and (2) of themselves applying them.

The practical training includes the observation of specimen lessons delivered by the staff of the Training College, the paying of visits to the Central Model School in order to watch the class teachers at work, the delivery of criticism lessons before fellow-students, the work for a period of a week at a time in the practising school. As far as possible the application of every principle of mental science is demonstrated at the time the principle is taught, not merely by a reference to its bearing on school work but by the actual delivery of a lesson in which the truth is applied. In this way not only is the application of the theory illustrated, but much of the school curriculum revised. Mr. Tydeman drew up a carefully

thought-out scheme of lessons for the students to observe when visiting the school, and every student delivered two or three criticism lessons during the session. The Central Model School is the drill hall for the students under training. It contains ten classes divided into twenty-two sections. There are generally about three hundred students in all under training. The maximum number which can be sent at a time is twenty-three. It is a rare thing, therefore, for any student to get more than two weeks' practice in teaching in the course of a session. Thus, during the winter months every student hears a specimen or criticism lesson daily, visits the Model School once a week, delivers two or three criticism lessons before his class-fellows, and works for a fortnight in the practising school.

In connection with every lecture on school management opportunities arise of impressing on the students the necessity of attending to details and being thorough. The lectures on moral training show what habits should be formed and how and when they should be formed. The lectures on 'imitation' in school work afford opportunities of impressing upon the students the part which the teacher's personality plays in giving pupils concepts of morality and religion, *i.e.* in training the pupils to recognise in their conduct the claims of their fellow-men and in their lives the claims of the ideal person. Morality and religion cannot be taught: their germs are the result of the birth of self-consciousness in the child resulting from his efforts to imitate those he looks up to. Ethics can be taught, for it is the science of morality. Theology can be taught, for it is the science of religion. But morality and religion as dispositions of the heart and will can only be developed by the individual possessing them coming under the influence of righteous and religious men and women. On these grounds we urge teachers to develop their own characters. We point out that all great teachers of the past have been men of strong personality, that what is required to-day is not moral and religious instruction so much as upright and religious teachers."

50. *Normal schools.*—The number of students in the Normal schools rose from 371 to 390, giving an average of 78 per school. The original recruitment was 445, some two-thirds of whom had already worked as teachers, but several students are annually excluded after a few months' training as unlikely to profit by the course, and others leave owing to illness or other causes. 256 were presented for the Junior Vernacular examination, the remaining 134 being retained for a further course of instruction, and 250 received certificates. 136 passed in drawing, and 135 in gymnastics. The expenditure fell by Rs. 6,156 to Rs. 66,496. The saving was chiefly effected by a reorganisation of work and reduction of staff, the superfluous teachers being utilised as Assistant District Inspectors in districts hitherto unprovided with these officers. The schools are well housed, but need plots of land for agricultural instruction. The Principal of the Training College, who inspects Normal schools, reports favourably on the work done during the year. It may be noted that all students are instructed in drill and gymnastics, that kindergarten methods are taught, and that students are occasionally required to give moral lessons.

51. *Normal School for Women, Lahore.*—The number of students fell from 25 to 16 (9 Muhammadans and 7 Hindus), and the expenditure from Rs. 11,218 to Rs. 8,438. Each student, therefore, cost Provincial funds Rs. 527, which can hardly be regarded as satisfactory. Few as the students are, it is thought that they represent a more genuine accession to the ranks of teachers than the larger number who attended formerly for the sake of stipends. Alterations to the building have been made during the year, water has been laid on, and the rooms are now well lighted and ventilated. Four students passed in the certificate examinations. A new and useful feature of the year was the delivery of lectures on simple physiology and hygiene by Miss Staley. The institution deserves support from local bodies in need of teachers for girls' schools.

52. *Other Training Classes.*—Thirty-five girls were under training at the Municipal Board School, Amritsar, and at Mission schools at Amritsar, Gujranwala and Sialkot. Stipends aggregating Rs. 1,206 were awarded to them. St. Bede's, Simla, for teachers in European girls' schools, had twenty-eight students, and Auckland House had seven. These institutions, which are well staffed, train teachers for work in India generally.

53. *Government Training Class, Sanawar.*—The class contained fourteen students, of whom eight were from the Punjab. The expenditure was Rs. 21,324, of which Rs. 10,000 were paid from Imperial funds, and Rs. 2,267 in stipends by other provinces. Nine second-year students obtained diplomas and secured appointments. The class was inspected by the Principal of the Training College, whose report was very favourable.

Chapter VII.—Special Education.

54. The special education dealt with in this chapter is imparted in institutions preparing for the legal, medical and veterinary colleges; in engineering classes, the Mayo School of Art and the Agricultural College; in clerical and commercial classes; and in various schools which combine industrial and general training.

55. *Law College.*—The number have risen from 205 to 208 (144 Hindus, 17 Sikhs, 44 Muhammadans and 3 others). The expenditure, Rs. 19,256, or Rs. 3,599 more than last year, was entirely met from fees. The results of the University examination were satisfactory; 84 candidates out of 117 passed in the First Examination in Law (English), and 4 out of 10 in the vernacular examination. In the LL. B. examination 40 passed out of 69 sent up. The classes are still held in the Bharat buildings, and two boarding-houses have been hired. The University granted Rs. 5,000 for the college library. The newly constituted staff consists of a principal and two professors.

56. *Medical College and School.*—The numbers on the rolls of the college and school were 175 and 209 against 189 and 191 last year. The decrease on the college side was due to the elimination of the preliminary science teaching from the college and to the disqualification of the students of other Indian Universities than the Punjab for admission under the revised medical regulations of the Punjab University. It is, however, satisfactory to note that the number of new candidates admitted to the college possessing the requisite qualifications was larger than that of the last year, *viz.*, 24 against 4. The B. Sc. examination of the Allahabad examination with biology and physics and chemistry have been accepted by the Punjab University as a qualification entrance to the M. B., B. S. class of the college. The numbers on the school side have increased, and the Principal hopes that they will continue to increase, as the date of admission has been changed from April to September, thus affording ample time to intending candidates for completion of preliminaries. The total number of women candidates was 9 against 13 last year. The total expenditure from every source was Rs. 1,28,407 on the college and Rs. 44,391 on the school, to which Provincial revenues contributed Rs. 1,12,270 and Rs. 32,409 respectively as compared with Rs. 84,139 and Rs. 32,384. The increase of Rs. 28,131 from Provincial revenues on the college side is due to the additions to the college staff of the professor of midwifery and gynæcology and of the professor of opthalmology, and to the grant of a special allotment by Government for the equipment of the physiology, materia medica, hygiene and midwifery museums. The income from fees in the college rose by Rs. 74 to Rs. 10,447 and fell in the school by Rs. 419 to Rs. 3,552. Examination results were satisfactory, especially in the school examinations. Lieutenant-Colonel F. F. Perry, Principal of the college, retired from service in June, 1909, and was succeeded as Principal by Major D. W. Sutherland, and as professor of surgery by Major E. V. Hugo. The lighting and ventilation of the lecture rooms of the college have been improved and a project to improve the lighting and ventilation of the dissecting room and of the museum of the college has been sanctioned by Government. Discipline is reported to have been good and the health of the students satisfactory.

57. *The North India Medical School for Christian Women, Ludhiana.*—The school admits girls over 17 years of age who have studied up to the middle school standard and trains them as hospital assistants, compounders, nurses and midwives. The class opened last year for indigenous *dais* continues. The number of students under training rose from 51 to 78 (one Hindu, 17 Muhammadans, 49 Native Christians and 11 Europeans), all resident. The total expenditure, including a grant of Rs. 5,184 from Provincial revenues, was Rs. 14,899 against Rs. 7,572 last year.

58. *Vedic and Yunani classes.*—Lectures on the Yunani and Ayur-Vedic systems of medicine are given in the Dayanand Anglo-Vedic and the Islamia Colleges, Lahore; and at the Tibbiya School, Delhi. The total attendance in the three institutions was 161.

59. *The Veterinary College, Lahore.*—The number of students fell from 252 to 247, the slight decrease being due to the discharge of students who were considered unsuitable. The number of new admissions to the first year class was 75. In addition to the ordinary classes 48 men from the Transport Department received three months' training as dressers. The income fell from Rs. 14,239 to Rs. 12,454, which is partly due to the dog-ward being closed for six months, and to the presence of veterinary officers in cantonments. In the annual examination a good percentage of passes was obtained, 189 passing out of 245. The examiners in their report remark "we would once more bring to the notice of the Punjab Government that the number of students in each class is too large to permit of satisfactory teaching". No progress has been made with the sanctioned additions to the college building. The demand for the services of veterinary graduates continues, and there is no likelihood of the supply exceeding the demand for many years to come. The Principal considers a second veterinary college in Upper India much needed.

60. *The Mayo School of Art, Lahore.*—The number of students rose from 269 to 273, of whom more than half were Muhammadans: 57 were boarders. The expenditure on the school and boarding-house, which amounted to Rs. 36,282, was mostly met from Provincial revenues; the income from fees is insignificant. In addition to the stipends paid from Provincial funds 51 stipends aggregating Rs. 4,582, were paid by local bodies and Native States. No permanent Principal has been appointed in the place of Mr. Percy Brown, and the Vice-Principal, Sardar Bahadur Bhai Ram Singh, continues to fill the post sub. *pro tem.* He and the Vice-Principal found time to inspect eleven industrial schools. Pattern charts were distributed to artizans in the course of these visits. Outside work was undertaken in connection with the decoration of the Agricultural College at Lyallpur, the Lieutenant-Governor's residences at Lahore and Simla and other buildings; various designs were also prepared in the school. Many exhibits were sent to the Lahore Exhibition, at which the school was awarded nine medals. Eight students against 17 last year obtained employment, six as drawing masters, one as draftsman and one as surveyor. The chief needs of the school are new workshops, a principal's residence and a boarding-house.

61. *The Government School of Engineering, Lahore.*—The numbers decreased from 201 to 135, owing to the admissions being limited to 50 yearly: 116 were accommodated in a hired boarding-house. Candidates for admission are selected by a competitive test, which was held for the first time in 1909. The expenditure on school and boarding-house was Rs. 15,694, against Rs. 19,199 last year. Fees realised Rs. 3,380, against Rs. 4,676. Six scholarships were provided by local bodies and Native States. The result of the University examination was good, 63 candidates passing out of 86.

62. *Dayanand Anglo-Vedic College Engineering classes.*—The students numbered 165 against 153 last year. In the University examination 91 candidates were sent up and 51 passed. The income from fees was Rs. 5,115 and the total expenditure Rs. 3,930, excluding the rent of quarters.

63. *Victoria Diamond Jubilee Hindu Technical Institute, Lahore.*—The number of students rose from 58 to 87, all Hindus and Sikhs. The expenditure fell from Rs. 18,098 to Rs. 14,979, of which fees defrayed Rs. 1,121 and Provincial and municipal grants Rs. 2,400. The institution trains students as mechanical engineers and engine-drivers. Typewriting and carpentry are also taught. One student obtained a mechanical engineer's certificate, and ten passed the examination under the Boilers' Act. A foundry was added during the year.

64. *Railway Technical School, Lahore.*—The numbers rose to 414 from 327 last year and the expenditure from Rs. 10,469 to Rs. 10,915, of which Rs. 10,635 were from Provincial funds: 16 candidates out of 17 were successful in the Middle School examination for industrial schools. As most of the scholars are relatives of railway workmen, for whom quarters are to be built at the new railway workshops at a distance from the school, it has been proposed to transfer the school to the vicinity of the new shops. In the class for the blind, which is held in the school premises, there were 11 pupils, against 7 last year, learning cane work, as well as reading, writing and arithmetic on the Braille system.

65. *Board Industrial Schools.*—Industrial schools, mostly teaching carpentry and drawing, are maintained by local bodies at Delhi, Hissar, Rohtak, Ludhiana, Amritsar, Muzaffargarh, Jhang and Chiniot. It is satisfactory to find that there has been a considerable increase of pupils. Metal work is taught at Ludhiana and Amritsar, and weaving to a few boys at Hissar. The pottery class at Delhi has been discontinued.

66. *Other Industrial Schools.*—The other industrial schools are mostly conducted by missionary and charitable societies. Shoe-making is taught at Gurgaon, lace-making at Salamatpur and Pasrur. In the Bhiwani orphanage blacksmith's work, dari-weaving, sock-making, and carpentry are taught, and industrial training is given in the orphanage maintained by the Arya Samaj at Ferozepore and in mission indigenous girls' schools in the Lyallpur district. The Salvation Army weaving school at Ludhiana, which gives free instruction to Punjab weavers, had 43 pupils.

67. *Commercial Education.*—The subject of commercial education has of late years engaged the close attention of the Department. After the conference on commercial education which met in 1905 a number of clerical and commercial classes were started in connection with Government high schools, as an experiment. The object of these special classes was to produce more efficient clerks for Government service and business firms, and also to give school boys a taste for commercial pursuits. It has since become increasingly evident that if such instruction can succeed at all in achieving its aims, it must be specialised and concentrated. The outlying classes have been thinly attended and indifferently taught. Those at Sialkot were closed during the year, and it is probable that others will follow suit. Meanwhile the number of pupils at the Government Clerical and Commercial School, Amritsar, has increased from 30 to 44, and the Delhi classes, with 23 pupils, were fairly popular. It is proposed to develop one or both of these institutions by adding another year of training, if a satisfactory scheme can be evolved. The difficulties of including special instruction of the kind termed "practical" in the school curriculum are not perhaps generally realized. Shorthand and précis writing, for instance, presuppose a good knowledge of English; school book-keeping is not valued highly by employers: and typewriting is largely a mechanical accomplishment which can hardly rank as a subject of study. The most practical feature of commercial education in Europe is the study of modern languages for commercial purposes. In this sense every school in India in which a working knowledge of English is imparted is a commercial school.

68. *Evening Classes.*—Government classes were, as before, held in Lahore for men and women. In the men's classes the subjects of instruction were shorthand, typewriting, correspondence, précis, book-keeping, drawing, mathematics and English. The number of students was 37, of whom 33 presented themselves for examination. Attendance was fitful: receipts from fees amounted to Rs. 969. As these classes cost Government nearly Rs. 8,000 to maintain, their continuance is of doubtful advantage unless the attendance improves. The women's classes, which were held at two centres, had 34 students, and cost Government Rs. 3,728. Under the able superintendence of Miss Lamb these classes are doing useful work in training for office employment.

69. *Agricultural College, Lyallpur.*—The College opened in September, 1909, with 16 students, of whom 10 were scholarship-holders. Subsequently three withdrew. Only the subjects of the first year diploma course were taught. The expenditure was Rs. 37,179, and the income from fees Rs. 764. The buildings were completed during the year, and the equipment of the museum, library, and herbarium was commenced. The installation of the electric plant has still to be undertaken. The Principal writes:—"I have much pleasure in reporting that in the practical agricultural class most of the students soon proved themselves to be familiar with the country farming implements and their use, and the preliminary work found necessary in other agricultural colleges in India was not required. In the subject of practical agriculture the students were first familiarised with the use of improved implements and then placed in charge of plots of land (two students to the acre) on which they have carried out the whole of the farming operations of the year. The interest taken by the students in this part of their work and the progress made is particularly encouraging

In the science subjects the students as a whole showed great difficulty in grasping the nature of each subject during the first four or five months and were consequently very backward. But during the latter half of the session they began to improve. The general experience gained has been to the effect that the students, when they come to us, are backward in English and lacking in manual dexterity. This experience is borne out by that gained at other agricultural colleges throughout India and led to the proposal at the last Board of Agriculture that in the training of boys likely to enter agricultural colleges some attention should be given by the Educational Department to manual training in the elementary schools." Only 60 applications for admission were received in 1910, as compared with 439 in 1909, and the Principal thinks that the applicants were not of an equally good class. He urges the necessity of interesting district officers in the college, with a view to inducing landowners to send their sons to it.

Chapter VIII.—Female Education (Indians).

70. *Number of schools and scholars.*—The numbers of schools remained 625, a decrease in Jullundur being balanced by an increase in Delhi. There was an increase in the number of scholars, amounting to 3,732, as compared with 1,328 last year. In secondary schools the increase was 202.

71. *Districts compared.*—Lahore and Amritsar, with a number of good secondary schools, head the list as regards numbers in attendance. The Inspectress notes that in Amritsar city there are 27 Municipal Board schools, whereas Lahore has only one. Sialkot, Rawalpindi and Gujranwala follow. Excluding Simla, the districts lowest on the list are Karnal, Hissar, Lyallpur, Mianwali and Dera Ghazi Khan. Rohtak has the largest number of schools in the Delhi division, and supplies teachers for other districts. In Rawalpindi there are 46 girls' schools, of which 42 teach Gurmukhi.

72. *Secondary schools.*—New board middle schools were opened at Kairon (Amritsar) and Rawalpindi, but the board middle school at Jullundur was closed. The various high schools in Lahore continue to make good progress. The Victoria May School will, it is hoped, soon have buildings of its own. New buildings are being erected for the Kinnaird High School. The Dev Samaj school and the Kanya Maha Vidyalaya at Jullundur has a college class. The Indar Parastha school at Delhi again receives high praise. The Arya Putri Pathshala at Multan has been made a middle school, and Multan has now two secondary schools, attended by 426 pupils.

73. *Instruction.*—The Inspectress says:—"Domestic Economy is one of the greatest needs of the Punjab and one of the most difficult to supply. All the Christian boarding schools teach the subject practically, as also the Hindu orphanages. The Arya orphanage in Ferozepore is noticeable in this respect, for it has some quite tiny babies who are managed entirely by the elder girls. The Sialkot boarding school divides the children into families of 12 girls who each do their cooking, washing and house work, even the little ones helping. The elder ones of the family are responsible for the young ones taking general care of them and mending their clothes. The industrial schools have the same method. Lectures on domestic economy and hygiene were delivered by a lady doctor to the pupils of the Normal School at Lahore, and a practical book has been written for the use of the teachers and translated into Urdu. Geography is still very badly taught. The teachers have no books of reference in their vernaculars from which they can enlarge their lessons. Fine sewing has received a great impetus from the inclusion of all kinds of sewing and embroidery in the ladies' section of the Lahore exhibition. Girls from all parts of the province attended it and were able to see good examples of many kinds of embroidery, lace and plain sewing and to get new patterns and ideas and compare their work with that of the women of other districts." Physical training is still neglected in the board primary schools. The Lahore Inspector says:—"At present little girls have to sit for hours in dark and ill-ventilated so called class rooms, which cannot have a wholesome effect on their health." The curriculum for girls' schools is about to be revised.

74. *Teachers.*—The want of trained teachers is still a hindrance to progress. The primary schools and classes suffer most in this respect. In Jhelum the salaries offered are said by the Inspector to be very low, even less than Rs. 6 in some cases. Of the 182 teachers employed in the Delhi division only 19 are trained. In this connection the Inspectress draws attention to the importance of good teaching at the earlier stages:—"So many children leave school at even the lower primary stage that it is urgently necessary to have good kindergarten methods in

order that none of the very short time allotted to a girl's school life may be wasted by inefficient work. Plato says "Philosophy begins in wonder." Begin to wonder and you begin to think. Indian children, though docile and easy to teach, accept all that is told them without question and proceed to commit it to memory by constant repetition without any enquiry. They never seem to reach the stage of development at which an English child asks "why" at every turn. The need of sense training is therefore very apparent."

75. *General remarks.*—In addition to the marked increase in the number of pupils during the year, there are many signs that the education of girls is being more fully realized as one of the needs of the time. Higher education is being taken up energetically by private bodies, and the new unaided schools, such as those of the Maharani of Burdwan, the Vedic Putri Pathshala, and the Khatri girls' school at Lahore, all aim at having high departments. "Unfortunately," the Inspectress says, "the method by which they endeavour to obtain this result at once is by taking girls away from schools already in existence, instead of endeavouring to promote female education by spreading it among families not already in touch with it. There are such large numbers of girls in the Punjab who get no education whatever, that it is a pity that new schools should not turn their attention to those most in need of teaching." An effort is being made to induce ladies of influential Indian families to take an interest in the schools in their vicinity, and the Victoria May School has started a simple course of lectures with the object of enabling them to understand the needs of girls' schools and to act as helpers and advisers.

Chapter IX.—Education of Europeans.

76. *Number of schools and scholars.*—The number of schools is the same as last year—33—of which two are unaided private schools. The Railway Day School at Lahore has been reduced from a middle to a primary school, the maintenance of a middle department for a few pupils being considered unnecessary. The number of pupils in all schools has risen from 2,315 to 2,409. It should be observed that as many of the schools are situated in hill stations and attract pupils from other provinces, an increase does not necessarily mean that more children belonging to the Punjab are being educated. From the figures obtained last year and cited in my last report it may be assumed that little more than half of the pupils in Punjab schools for Europeans are children of residents in the province. Another point worth noticing is that the proportion of girls to boys is 3 to 2. This is doubtless due to the fact that most of the boarding schools in the hills are for girls: for boys there are only Bishop Cotton School and the Sanawar and Murree Asylums.

77. *Expenditure.*—The total expenditure of all kinds on European schools was Rs. 6,58,375, of which Rs. 3,74,828, or more than half, were spent from fees and private sources. Fees both for board and tuition increased by Rs. 14,058, the tendency being now to raise the scale. "Direct" expenditure, *i.e.* on tuition, increased from Rs. 2,46,895 to Rs. 2,59,106. The net expenditure from Provincial funds on European schools fell by Rs. 12,034 to Rs. 1,75,132, while that from Imperial funds, chiefly on account of the Lawrence Military Asylum at Sanawar, remained virtually stationary. Only Rs. 14,122, including training institutions, were spent from Provincial revenues on buildings and apparatus, against Rs. 24,876 last year; and special supplementary grants are not now, as a rule, awarded.

78. *Examinations and scholarships.*—The results of the High School examination showed a marked improvement, 62 per cent. of the boys and 82 per cent. of the girls passing. In the Middle School examination fewer candidates appeared than last year; 14 boys (32 per cent.) and 44 girls (61 per cent.) passed. Most of the scholarships were won by girls. Their success in examinations is probably attributable to the superiority of the teaching staff in girls' schools. The Inspector thinks that the examination for primary scholarships has a bad influence on the teaching, and that a better use could be made of the money now spent on these scholarships.

79. *Curriculum.*—A new course of studies is being drawn up in consultation with managers and teachers.

80. *Teachers.*—It seems improbable that the Sanawar Training Class will do much to improve the supply of teachers in boys' schools, as the terms offered in most schools are inadequate to attract. The Inspector says:—"At the present moment teachers in both girls' and boys' schools are drawn from Europe, from Indian training colleges, and from the open market. In the case of girls the diocesan high schools contain teachers from England with considerable academic or technical qualifications, keen on their profession and imbued with the modern spirit; the convent schools from the Catholic religious communities draw teachers of experience and devotion, whose sometimes antiquated methods are being more and more modernised by an influx of teachers trained from St. Bede's, while some of the nuns have themselves gone in for training. Even the small outstation diocesan schools have usually one or two trained teachers. There has been an improvement during the year in the qualifications and teaching capacity of the staffs in most of the girls' secondary schools. With the boys' schools the case is otherwise. Last year it was recorded that the lately established training class at Sanawar had as yet supplied no teacher to any school in the Punjab outside Sanawar itself. This year one trained teacher from Sanawar is teaching at the Lawrence Memorial School, Murree, and another in Bishop Cotton School, Simla, but it is exceedingly doubtful whether the two high schools in Lahore will be able to afford a salary which will attract them to the plains, and I can report no general improvement in the qualifications and capacity of the staffs in boys' schools. I am least satisfied with the instructional level of the three boys' schools in Lahore. It is indeed questionable to what extent the Sanawar Training Class, as far as concerns the Punjab, is likely to justify its existence. The teaching career is an important one for girls, but for young European or Eurasian men in India there are competing attractions. And if the career of teaching is less necessary, it is also probable that the salary which would attract the local trained teacher would also suffice to bring out a trained or certificated man from home, and it is certainly important, for the sake of the rising generation, that the local teaching should be largely leavened with the English spirit. On the other hand, if the local product is to be encouraged at all, the few plums of the profession in European schools must be offered to him also".

81. *Particular institutions.*—Bishop Cotton School is almost full, in spite of the raising of fees. The staff has undergone some changes, and there is at present no science master. The school did well in the final examination, obtaining the first two places on the list. A "Boy Scouts Patrol" has been started by Mr. Papworth. The Lawrence Military Asylum is full to overflowing. Improvements in the buildings and furniture are much needed, and it is hoped that the Government of India will soon supply funds for them. Instruction and discipline continue on a high level. The Lawrence Memorial School at Murree is at a crisis in its history, owing to lack of funds. A proposal to transfer it to the control of the Provincial Government, which already virtually finances the school, is now under the consideration of the Government of India. The attendance in the Boys' High School at Lahore has fallen to below 45. The plan to amalgamate it, for the purpose of instruction, with the orphanages seems to have made no progress, but it is understood that the managing committee are trying to dispose of the orphanage property. The various girls' schools at Simla, Murree, and elsewhere continue to be efficient and popular.

82. *General remarks.*—The Inspector observes:—"From the purely educational standpoint the maintenance of thirty-one public schools with an average attendance of 77 pupils each, and half of these schools in Lahore and Simla, is sheer waste of money." He points out that the rivalry of denominational schools keeps the fees at so low a figure that necessary expenses cannot be met. Thus the Station Middle School at Rawalpindi, which has hitherto existed on supplementary grants, and has an average attendance of less than 30 and a middle department of less than 10, is unable from fees and ordinary grants to pay for rent and a full middle school staff. Similar is the position of the Auckland House School, Simla, which attempts, without any endowment or constant outside support, on fee and boarding rates which compete with other institutions, to attract with a better and more costly education. As the Government grant is awarded impartially, this school is contracting a debt which it has no prospect of being able to liquidate. Meantime Roman Catholic schools for girls with the advantage of unsalaried teachers can always afford to quote a fee which commands the situation. The financial position of the schools controlled by the Church of England gives cause for anxiety; but it is hoped that the reconstitution of the Lawrence School at Murree will relieve some of them of the expense of maintaining classes above the primary standards.

Chapter. X.—Education of Special Classes.

Sons of Chiefs and Nobles.

83. *The Aitchison College.*—A separate report on this institution is submitted to the Government of India through the managing committee. The number of pupils rose from 98 to 105. An additional Indian master was appointed. The average attendance showed a distinct improvement, and the health of the boys was good. Five boys obtained diplomas. The account between Government and the college has been adjusted, and the institution has a satisfactory balance to its credit. The foundation stones of the new temple and dharmsala were laid by His Highness the Maharaja of Darbhanga and His Highness the Maharaja of Patiala. H. E. the Viceroy visited the college in April.

84. *Education of gentlemen of rank.*—Particulars of 398 boys belonging to families mentioned in Griffin's and Massy's histories of Punjab Chiefs have been submitted. Four are said to be receiving no instruction, 47 are under private tuition, and the remainder are attending the Aitchison and other colleges or public schools.

Muhammadans.

85. *General figures.*—There was a remarkable increase in the number of Muhammadan boys at public institutions during 1909-10. In the previous year it rose by 2,396 to 89,564. In the year under review there was a further rise by 8,320 to 97,884. Among Hindus there was an increase by 7,644 to 113,305, and among Sikhs by 3,169 to 29,872. The rise among all three communities has thus been greater than in the preceding year, and that among Muhammadans was the greatest. The increase has been general throughout the province, especially in the Lahore division, where it amounted to 3,438. At the primary stage there was an increase of 7,216. There was a falling-off in the Oriental and Central Training Colleges. The percentage of boys of school-going age attending public institutions is now 11·3 for Muhammadans, 17·7 for Hindus and 23·3 for Sikhs.

The number of Muhammadan girls attending public schools rose by 625 to 8,005, of Hindus by 1,859 to 15,146 and of Sikhs by 1,075 to 4,909: progress here is less marked. Private schools for girls are popular among Muhammadans; the attendance in them rose by 1,661 to 8,567.

86. *Results of examinations.*—There was a falling-off of 36 in the number of Muhammadan candidates who passed the Intermediate examination, but a fair number obtained degrees, including those of M. A. (5) and M. Sc. (2). Forty-six obtained teaching certificates in the Central Training College. In the Matriculation examination 420 passed, against 301 last year.

87. *Special measures of encouragement.*—The usual Victoria scholarships were awarded to Muhammadans throughout the province. At Delhi, seventy-four stipends granted from the Nawab Itmad-ud-Daula fund were held in the Anglo-Arabic School. Special fee concessions are made as formerly. In the Multan division about 40 per cent. of the scholarships open to all denominations were won by Muhammadans, and all the five Kaure Khan scholarships went to Muhammadan boys.

88. *Private enterprise.*—The Anglo-Arabic High School at Delhi continues to make excellent progress. In 1907-08 its members were 357. They now stand at 738 (including five Hindus). The Islamia schools at Lahore and Amritsar are efficient and popular, but those at Rawalpindi and Ludhiana have suffered from want of funds. The management of the High school at Qadian is erecting large school buildings outside the town.

89. *General remarks.*—In the Lahore division, where the advance is greatest, the Inspector writes:—"A comparison with last year's figures shows that Muhammadans maintain their proportions relative to the two other communities in an increase which has accelerated in all three. It is in the primary stage of education that they have multiplied most: and though Muhammadans outnumber Hindu pupils, in secondary

classes Hindus are over 1,000 more and increase at a greater rate. This is attributed to the comparative poverty of Muhammadans, and their tendency on leaving the primary school to take to their parents' vocations." Maulvi Umr-ud-din, the Rawalpindi Inspector writes :—" The percentage of boys of school-going age in the secondary stage of Anglo-Vernacular schools has considerably advanced among Hindus and Sikhs ; but only insignificantly among Muhammadans. In this stage of education Muhammadans lag much behind the other communities, as their percentage is only 7, while that of Hindus and Sikhs is 10 and 9·7. The chief cause of the backwardness of Muhammadans in Anglo-Vernacular secondary education is their poverty. This is corroborated by the fact that in the secondary stage of vernacular schools which are situated in rural tracts and where the expenses of living and education are comparatively cheap, the attendance of Muhammadans is more than that of the other two communities combined ; while it is even less than one-third in the same stage of Anglo-Vernacular schools. In the primary stage Muhammadans contribute more than half of the total enrolment. In the Normal School Muhammadans form more than half of the total roll. This again is due to their poverty and consequent low position in society, and want of influence in official circles that induce them to take up the less remunerative profession which readily provides them with a livelihood, although in the beginning the emoluments are barely sufficient to enable them to live from hand to mouth."

Low Castes.

90. The Delhi Inspector reports the existence of 29 schools classed as " low-caste," chiefly attended by chamars. He says :—" The London Baptist Mission, Kharar, opened some new schools in the Ambala district, replacing in some instances a number of such schools which had disappeared. District Inspectors, however, encourage low-caste boys to read in ordinary schools ; and all the districts except Delhi and Karnal give evidence to this effect. There are 133 (against 100) such children who read in ordinary schools ; but they are generally not allowed to mix with the higher classes except in the Simla district, where this distinction does not appear to be observed at all. There were also 78 boys of the Mina tribe (a criminal tribe with Shahjehanpur as its centre) reading in different schools, the bulk of them being in Shahjehanpur primary school (Gurgaon district). The District Inspector reports that their education has done them good, as in the majority of cases their criminal instincts are curbed and they do not so freely and fearlessly take to crime as their elders did before them." Stipends and rewards are given to Mina boys by Government as an inducement. In Jullundur there is an aided school in Kulu for Koli boys, and 231 low-caste pupils are studying in ordinary schools. In the Lahore division several schools, attended chiefly or wholly by low-caste children, are maintained by missionary bodies. No special schools are reported to exist in the other divisions, and the general opinion is that the prejudice against low-castes is weakening. The Multan Inspector notes the case of a boy belonging to a criminal tribe who attends an aided school in the Jhang district.

Chapter XI.—Education in Native States.

91. *Statistics.*—Information regarding educational progress in the Punjab States is supplied chiefly in statistical form. The statements show a decrease of 10 in the number of educational institutions, chiefly under the head " special schools ", but an increase of 1,559 in the number of pupils. In the number of candidates and passes in University and school examinations, Patiala stands easily first : eight candidates passed in the B.A. examination from this State. The other States possessing colleges, Kapurthala and Bahawalpur, sent up a fair number. It is regrettable that the States seldom avail themselves of the provincial training college and normal schools, and in consequence find it hard to obtain qualified teachers. The proportion of scholars to children of school-going age is 1 in 21.

92. *Inspection.*—Thirty-two schools in the various States were visited by the divisional Inspectors of schools at the invitation of the State authorities. The high school at Sangrur (Jind) is praised, but most of the other secondary schools were considered to be instructionally unsatisfactory owing to the want of trained teachers.

93. *Relations with the Department.*—Educational administration in these States is entirely independent of the Punjab Education Department, but schools sending up candidates for the entrance and vernacular middle school examinations are bound to satisfy the departmental conditions of recognition, and hence the regulations and curricula prescribed for Punjab schools are generally followed, and the advice of the divisional Inspectors is asked for. Thus the indirect influence exercised is considerable.

94. *Education in Patiala.*—Lala Diali Ram, the Director of Education in Patiala, has supplied a copy of his report, and as Patiala is educationally the most progressive State in the Punjab, a reference to some of the facts mentioned may be of interest. During the last two years, 19 new primary schools have been opened, and an additional allotment of Rs. 10,000 is said to have been made for further development. The total number of scholars has risen by 993 during the year. It is proposed to erect buildings for village schools at a cost not exceeding Rs. 500 each, half of which sum the villagers will contribute, and to have them built under the supervision of tahsildars and other local officers. Eight teachers have been sent to the training institutions, and six students to the Mayo School of Art. The small fees formerly charged in the primary schools of the State have been discontinued, but as the number of primary schools for boys is stated to be only 110 for 3,580 villages (compared by the Director with 420 schools for 5,301 villages in the four adjoining British districts), free education is as yet open to comparatively few. The percentage of children of school-going age at school is 4·6, compared with 10·8 in the Punjab. There are 28 girls' schools.

Chapter XII.—Moral Training.

95. *Prefatory.*—As remarked in last year's report, it is impossible to give a yearly estimate of progress under this heading. The subject, however, has been attracting so much attention of late that special enquiries were deemed advisable, and the following notes, which have been compiled by Mr. Wyatt, will show how the position now stands in respect of moral instruction in Punjab schools. The interest of the question will perhaps be a sufficient excuse for the inclusion of this information in an annual report.

96. *Moral instruction in the text-books.*—In vernacular schools a set of reading books for the primary and middle classes, prepared by Colonel Holroyd, is prescribed and is in general use. In all but the first book about half the lessons are on animals, and their structure, habits, utility, etc., are made the basis of moral lessons, either implied or directly expressed. In addition to these in the fifth and sixth books used in the upper primary or lower middle classes moral stories directly inculcate love of parents, loyalty to Government, charity, punctuality, industry, honesty, etc., while in the seventh and eighth books biographies have been introduced with a moral intent, and each book contains some four to eight poems with direct moral precepts, of which the familiar English verses 'Try, Try again' may be taken as representative. The style is invariably simple and direct, the matter includes, in addition to biographies and animal stories, fairy tales, historical anecdotes, familiar experiences, and homilies; and the general method is to present concrete situations in which appropriate rewards are connected with virtues and vices, or a simple appeal is made to a child's unquestioning sense of right and wrong. Thus, in a passage on a 'Mother's Love' the sufferings of a mother on behalf of her child are made a reason for the return of affection, or in an anecdote on 'Selfishness' an act of unselfishness is described which finds an unexpected reward.

A new series of text-books, prepared by the Text-book Revision Committee and allowed as alternative with those mentioned, is on somewhat similar lines, but contains rather more matter that is directly moral in its teaching. The Persian and Sanskrit books in use also contain some passages which teach morality directly.

In Anglo-vernacular schools the text-books used in the vernacular languages are the same as in vernacular schools, and so far the same remarks apply. Amongst reading books in English especially popular in primary and middle classes are the 'King Readers'. The earlier volumes of these contain passages with a direct moral purport similar to those in the vernacular readers. Thus, in book II used in the 5th upper primary or 1st middle classes the story of the disobedient mouse concludes 'Children, do what your mother and father tell you,' and there are one or two hortatory poems with such titles as 'Persevere,' 'Work,' 'Try, Try again,' 'Early to Bed.' In the reading books

of the high classes there is little that can be called direct moral instruction as defined above, though a great deal that is very 'improving.' The 'New Orient Readers' may be taken as a sample. They contain one passage directly inculcating kindness to animals on the ground that animals feel pain equally with man and deserve it no more, and another an extract from the works of Sydney Smith exhorting to the pursuit of knowledge. As is to be expected, the appeal is now less to the emotions than to the reason, and the style correspondingly discursive or argumentative.

97. *Mode of teaching.*—As regards subject matter and method, though teachers sometimes treat the lesson as a mere reading lesson and do not attempt to do more than explain the passage read, the reports of headmasters indicate that they often amplify by instances drawn from familiar life and endeavour to impress rules of conduct upon their pupils. The lessons vary, in fact, from mere reading lessons to direct lessons in conduct based upon the reader, and the opinion of some Inspectors that the former type predominates is probably correct.

As to the interest evinced by teachers and pupils, and the effect such lessons are thought to have, the majority of headmasters' reports represent the teachers as generally interested in the teaching, and the pupils as impressed and benefited. On the other hand, it is unwise to give too much weight to headmasters' verdicts upon their own schools, and it is noticeable that some of the best headmasters are more discriminative—one finds his *senior* teachers only interested—and that the opinions of inspecting officers do not widely diverge from the following as expressed by one of them:—"The effect of direct moral instruction in the ordinary readers is not much, as the moral lessons interspersed in these books are taught, in most cases, as reading and composition exercises rather than inculcated as moral truths. Here much depends upon the personality of the teacher. One enthusiastic teacher of exemplary character in sympathy with his pupils can do a great deal when teaching such lessons." The ideal teacher for the work, says another, is rare.

98. *Moral Readers.*—There is no book in general use excepting one for Anglo-vernacular high departments, *viz.*, 'My Duties': a junior moral text-book with an address to teachers, by Dr. Murdoch.

The book opens with an address to teachers in explanation of its object, which is to supply them with matter for teaching pupils how to keep well, how to study, and how to do their duty in relation to themselves, to others, and to God. The teacher is warned in large letters that the usefulness of 'My Duties' will largely depend upon his explaining and enforcing its lessons, and watching over the conduct of his pupils: mention is made of the teacher's duties outside the school and of the spiritual rewards of the good teacher. The book proper is a reading book for the pupils. Its eighty-four reading passages are arranged in five successive sections, *viz.*, an introductory section on the moral characteristics of human beings and the general need of unselfishness, and sections on 'My duties to myself', 'My duties to others,' 'My duty to God' and 'Duties in after life'.

The passages are either biographical or historical sketches illustrating the virtues of noble men or the qualities which lead to success, or homilies upon different virtues or vices, or specific good or bad habits, explaining their respective consequences. Fables are often introduced by way of illustration, and verses in praise of the virtue in question frequently conclude a lesson.

As regards the value of the teaching the comment quoted in reference to the teaching contained in the ordinary reading books is equally applicable, with the qualification that the specific character of the book increases the number of teachers who supplement the lesson with oral precept and explanation.

Although denominational schools use sacred books and commentaries upon them for moral teaching based on religion, and in some cases stories with moral purport, the only manuals of moral instruction peculiar to them seem to be those prepared by the Anjuman-i-Islamia, Lahore, for use in Muhammadan schools. The list of contents shews that the matter in these books has usually a religious reference. A few headings may be given: 'God's attributes'; 'Prophets'; 'Obey your parents'; 'Lying is sinful'; 'Manners of the Holy Prophet'; 'Good habits relating to cleanliness, sleeping, talking,' etc.; 'Early rising'; 'Fasts';

'Almsgiving'; 'The rules of etiquette,' etc. These books are in Urdu, and used in the primary classes. Books for the secondary classes on similar subjects are in Arabic. The headmaster of the Islâmia High School, Lahore (the biggest and most important Muhammadan school in the province) believes that the teaching in these books is beneficial, although in the nature of the case it is difficult to differentiate between the effectiveness of the moral and that of the more directly religious teaching of this school.

Other books with a moral purport used in schools can scarcely be called manuals of moral instruction.

99. *Direct moral instruction other than that contained in school readers.*—It is convenient to distinguish between aided and Government schools. In aided schools generally direct moral instruction apart from that contained in school readers is given in separate lesson periods. The teaching is of course denominational, though Christian mission schools are usually careful, while basing their instruction on the Bible, to teach only such principles as are generally acceptable. As no uniform system is followed, it will be more useful to describe the procedure followed in typical schools, and enumerate some important measures here and there adopted with a directly moral purpose.

In the Islamia High School, Lahore, lessons are given daily to the different classes, which proceed in the following way:—a passage is read from the Quran or some religious book; and the teacher after explaining it and illustrating from incidents in the life of the Prophet, draws moral generalisations, from which the pupils derive particular rules of conduct. Instances of topics treated are obedience to God and His Prophet, to parents, to Government; toleration, charity, and sympathy; honesty and truthfulness; purity of thought and speech.

In the Anglo-Arabic High School, Delhi, lessons in theology are given daiiy by qualified maulvis of the Shia and Sunni sects.

In the Anglo-Sanskrit School, Jullundur, Vedic prayers are taught daily.

In the Anglo-Vedic Middle School, Kangra, the lessons take the form of short biographical narratives, in which photographs of the hero are often shewn, and the boys write essays to shew that they have appreciated the moral.

In the Dayal Singh High School, Lahore (representative of the Brahmo-Samaj), in addition to the daily teaching of hymns and moral lessons, persons of repute of any denomination are invited to deliver occasional addresses.

In the Arya High School, Ludhiana, direct moral instruction on Arya Samaj doctrinal lines is given daily, guardians are invited every six months to attend a meeting to discuss questions of moral education, and each student keeps a sort of 'black book,' in which delinquencies are recorded for the information and comments of the guardian.

Though Government high schools as a body do not give direct moral teaching apart from that contained in school readers, many of them open school with a short prayer or even an address, and occasional sermons are delivered to the whole school. Another means in vogue in these schools is the reading of essays or delivery of speeches on moral topics by students or teachers in meetings of students' clubs, the specific moral purpose of which is sometimes indicated in the titles 'self-improvement' or 'moral improvement' clubs. Sometimes a discussion follows. The acting of dramas with a moral is also mentioned in some cases. The methods here given, though the main methods adopted in Government schools, are not, of course, unknown in aided schools, and in both classes of schools such forms as the following may here and there be found:—temperance lectures, often with lantern slides; the insistence upon religious observances on the part of boarders; the giving of prizes by parents for essays on moral subjects; the memorizing of moral poems; and the encouraging of 'confession.'

100. *Opinions as to moral instruction.*—As to the attitude of teachers, opinions vary; but it is easy to read between the lines of headmasters' reports. The following extract from a report of the headmaster of the Government High School, Delhi, may be accepted—"one teacher has a high sense of honour, while another appears to have none at all, *i.e.* does not give it a thought. Between these limits a large school has teachers of all grades of feeling on the subject"; and the general impression produced by a perusal of inspectors' and headmasters' letters and one's own experience is that, taken as a body, the teaching *personnel* of the province places more emphasis upon examination subjects than upon moral education, that the senior and better qualified teachers, more especially headmasters, are most alive to the necessity of discovering fresh forces of moral education, and that on the question what means other than directly religious teaching should be devised; though most reports agree that teachers are favourable to direct moral instruction, one or two of the most highly educated principals prefer to stress the importance of the personality of the teacher and the futility (or as some think, the harm) of entrusting the inculcation of moral principle to teachers whose characters do not support their teaching; and some point out that a 'good' teacher does more good by example than by precept. The general conclusion is that while *numbers* express themselves in favour of increasing facilities for direct moral instruction, *quality* is sceptical. The parents are either favourable or indifferent, usually—to judge from headmasters' reports—the latter. "Parents," says one writer, "commit the very serious blunder of making the school entirely and exclusively responsible for the correct behaviour of boys". On the other hand a few headmasters, and notably the headmaster of a school which has occasional guardians' meetings in which the question of moral education is discussed, pronounce the parents in favour of direct moral instruction, and ready to co-operate with the endeavour of the school. But it is safe to say that the question of the exact form of moral instruction, whether direct or indirect, has not come before parents as a whole, and that their general attitude is one either of unconcern, or in the case of the better or more enlightened, in favour of moral teaching of some sort. The most enlightened public opinion is presumably represented by the different sabhas, anjumans, and the Chief Khalsa Diwan of the province. The native societies whose opinions have been communicated, the Anjuman of Amritsar, the Chief Khalsa Diwan, the Arya Samaj and the Brahmo Samaj, express themselves in favour of direct moral instruction, and believe that the teaching would be most effectual if based upon religious doctrines, and that in Government schools might be taught the broad principles of conduct in which all the religions in India concur. The Anjuman-i-Islamia, Amritsar, suggests the preparation of a text-book "in which the doctrines of no religion should be attacked, and that such books should be passed by a committee consisting of Muhammadan, Hindu and Christian members, and approved by different religious societies." The Anjuman-i-Islamia, Lahore, has not communicated its reply, and there is only the secretary's unofficial statement of the opinion of the Brahmo Samaj. The secretary of the American Mission, Lahore, acquiesces in the plan just proposed as a practicable system "which would be better than the present neglect," and from the Cambridge Mission, Delhi, comes an opinion that if facilities were granted to teachers of all religions in Government schools, the Government might allow the Bible to be taught, if possible by English masters. No other representative missionary opinions are forthcoming.

101. *Moral instruction in schools of the old type.*—Two schools were visited in this connexion, *viz.*, an Advanced Arabic school maintained by the Anjuman-i-Islamia, Lahore, and an Advanced Sanskrit school or Pathshala maintained by the Sanatan Dharm, Lahore. The Advanced Arabic school has of course a religious motive, and all the teaching, which includes logic, philosophy, Al Quran, moral instruction, and literature centres round the Quran. There are three classes corresponding to three years of instruction, for the lowest of which there is an entrance examination in grammar and prosody and the elements of logic. The students (some 40) come from all over the Punjab, and are usually over 18 years of age. Many aspire to take University examinations in the Oriental Faculty or to become preachers and imams. The teachers are Maulvi Fazils and Maulvi Alims, and the general method of instruction is explanation of a text. Though the whole teaching is ethical and religious, lessons are regularly given with a direct moral purpose according to the following procedure. A quotation (or text)

is taken from the Quran; its meaning is amplified or explained by the aid of commentaries or 'traditions,' and any generalisations arrived at are then applied to actual present life. The more advanced students not only hear such lessons but are themselves practised in delivering them. They are thus prepared to become religious teachers. Of course the moral effectiveness of such an institution is determined by its general atmosphere and purpose, and by the character of its teachers, as well as by the deliberate teaching of morality.

A similar institution amongst Hindus is the Sanskrit Pathshala attached to the Sanatan Dharm, Lahore, which gives a two years' course of religious teaching to Brahmans in astrology, Sanskrit and morality based upon religion; and also prepares for University examinations. The moral teaching consists of oral homilies based upon a text or sermons. Beyond this there is no prescribed procedure.

102. *General conclusions.*—It is not possible to estimate separately the effect of the different means of direct moral instruction employed in schools, but the following conclusions may be safely drawn from the various opinions supplied:—

(1) that the actual effect of the direct moral instruction conveyed through undenominational moral readers is not considerable;

(2) that the most effective direct moral teaching is that which is based upon religious doctrine;

(3) that the effect of direct moral teaching is in proportion to the earnestness and character of the teacher; and

(4) that in the hands of many teachers such teaching would be ineffective, and in some cases might do harm, where the general influence of the teacher was not also exerted on behalf of the precepts conveyed in the 'moral' lesson.

Chapter XIII.—Educational Conferences.

103. An educational conference was held in April, immediately after the close of the year under report. The particular object of this conference was to ventilate the question of a new scheme of studies, opinions regarding which had been obtained during the year from associations and individuals interested in educational matters. It was thought advisable that schools should be fully represented, and of the 45 members who attended 20 were headmasters, the rest being mostly inspecting officers (including five District Inspectors) and school managers. As the discussion may be taken to indicate the trend of educational opinion in the province on the subject of the curriculum, a résumé of it is given in the following paragraphs:—

English in Vernacular Schools.—The question whether the teaching of English as an optional language should be permitted in Vernacular middle schools, as recommended by the last conference, elicited an animated and lengthy discussion. Some members regarded the plan as a desirable compromise, while others dwelt on the practical difficulties of adopting it. The general sense of the conference was that the Vernacular course of study, as it stood, produced good results, and that the addition of English in any form might lead to deterioration. A number of members, however, held that the experiment of introducing English might be tried in selected schools where there was a strong demand for it, and where such instruction could be made self-supporting. Eventually a resolution was passed by twenty-eight votes to sixteen, "that this conference is of opinion that it is neither desirable nor practicable to add English to the curriculum of Vernacular middle schools as an optional subject, and that the present distinct types of Anglo-Vernacular and Vernacular middle schools should be maintained."

Stage for beginning English.—The next question discussed was the stage at which English should be begun in Anglo-Vernacular schools. It was suggested that the option of beginning English at the middle stage should be allowed. The conference decided "that in the ordinary Anglo-Vernacular school, as at present constituted, the stage for starting English should invariably be the fourth primary class."

English as the medium of instruction.—The Conference of 1909 had fixed the high department as the stage at which English should begin to be the medium of instruction. Members were doubtful as to the acceptance of this as an invariable rule. It was argued

that the use of English should be encouraged as early as possible, that the introduction of the direct method of teaching it would render the early use of it easier in future, and that the practice of schools should be uniform at the third middle stage, in view of the high school scholarship examination. The conference finally decided "that the Vernacular should be the medium of instruction in the first and second middle classes, and English in the third middle class and the high department."

Reduction of the number of subjects.—One of the recommendations of the last conference had been a reduction in the number of subjects, so far as might be compatible with the giving of efficient intellectual training. The President remarked that one mode of doing this would be to make a third language alternative with science in Anglo-Vernacular schools from the middle stage upwards. At present boys could shift from subject to subject as they went up the school, and they were not obliged to study consistently and systematically. The smattering of science known as "optional" science was, he believed, of little value as mental training. This proposal was criticised by members on the ground that (*a*) a boy should not be forced to choose between science and a classical language as early as at the middle stage, and (*b*) schools in which the study of Arabic, Sanskrit, or Gurmukhi was compulsory for religious reasons should not be debarred from teaching science. After a long discussion it was resolved "that in the middle department of Anglo-Vernacular schools not more than five subjects as a rule should be taken up, and that of these subjects four, *viz.*, English, mathematics, a vernacular, and history and geography, should be fixed subjects, and, one, either a Science or a language, should be elective ; that drawing, where possible, should also be taught, and that in denominational schools Sanskrit, Arabic, or Gurmukhi may be substituted for drawing.

Compulsory study of vernacular.—The inclusion of a vernacular language as a compulsory subject of study at the high stage, which had been recommended by the last conference, was next discussed. It was urged that this would overburden the curriculum, and that sufficient knowledge of a vernacular for ordinary purposes could be gained in the middle classes. The general feeling of the conference, however, was that vernaculars were unduly neglected, and that the knowledge of a vernacular which was already required for translation purposes should be supplemented by reading and composition. A resolution was carried unanimously "that a minimum of two periods weekly should be given to the vernacular in high classes, attention being devoted to composition and the study of good literature."

Alternative Courses.—The following groups of subjects were approved as alternative High department courses ; Drawing being added where practicable :—

I	II	III
Vernacular.	Vernacular.	Vernacular.
English.	English.	English.
Mathematics.	Mathematics.	Mathematics, including Commercial Arithmetic.
History and Geography.	History and Geography.	History and Commercial Geography.
Third Language.	A Science.	Other Commercial subjects.

Exclusion of English history.—The conference then considered the recent decision of the University to omit English history from the syllabus for the Matriculation examination. It was urged that the course of English history now prescribed is beyond the capacity of Indian schoolboys, and encourages cramming; and that some elementary knowledge of English history could be given in the course of the lessons on Indian history or through an English reading book such as "Highroads of History." Several members, however, were of opinion that the University examiners were largely to blame for the unintelligent way in which the subject was studied, that the teaching of English history is educationally useful to Indian schoolboys, and that the subject should not have been expunged wholesale without consulting school representatives and officers of the department. A resolution was carried "that this conference hears with great regret the decision of the Punjab University to abolish English history as one of the subjects of study for the Matriculation test. It regards English history as of the greatest educational value. It would welcome a new and simplified scheme of study, and asks that a text-book be recommended somewhat on the lines of the syllabus on pages 11 and 12 of the proposed scheme of studies."

Miscellaneous.—Certain details of the suggested time-table were then examined. It was agreed (*a*) that time need not be assigned for the teaching of geography in the second primary class, (*b*) that the hours of study in the upper primary classes should be reduced, and (*c*) that the time allotted to English in the scheme should be increased throughout. It was also thought that the exact period of recess to be given might be left to local option, subject to a minimum of half a period daily, and that more latitude might be allowed as to the hours for opening and closing schools. Some headmasters, for instance, would prefer to close school before 4 P. M. in the cold weather, so as to allow time for recreation before sunset.

104. Specimen syllabuses of study in the various subjects were drawn up by sub-committees and placed before the conference.

Chapter XIV.—Preparation and Distribution of Text-books.

105. *Meetings.*—Forty-five meetings of the Text-book Committee were held during the year. The general committee met eight times and there were thirty-seven meetings of the various sub-committees.

106. *Finance.*—The committee is now in a very strong position financially, thanks to the favourable terms of the new contract. The expenditure during the year was Rs. 15,903, of which Rs. 3,473 were spent on establishment and office expenses, Rs. 5,855 on purchase of books for presentation to schools, Rs. 2,514 on remuneration to translators and editors, and Rs. 1,000 on rewards to authors. The funds in hand are ample.

107. *Recommendation of text-books.*—During the year under report 514 publications were considered, and, as in former years, opinions as to the utility of each publication were obtained, these opinions were made the basis of recommendations by the sub-committees, and their recommendations were in turn endorsed, modified, or rejected by the general committee. As a result of the committee's labours thirty-nine items were added to the departmental list of school books and apparatus. The policy inaugurated last year of giving more latitude in the selection of text-books has been extended, and as regards text-books in English, arithmetic, geography, history and Persian the teacher has now a wider choice than he has ever had before.

108. *Translation and publication.*—The following works were taken in hand and completed before the close of the year:—"*Lessons on Health and Disease,*" by Dr. Staley, an *Urdu Alphabet Chart, Courses of Reading in Hindi and Panjabi for Normal Schools, Courses of Reading in Hindi and Panjabi for the Senior Vernacular Class of the Central Training College, Hindi Writing Charts,* and Mr. Fleming's *Educational Opportunities in Laboratory Work.* Messrs. Devi Dayal and Sheo Dayal prepared, at the request of the committee, an *Arithmetic for Rural Schools* and a *Mensuration for Primary Classes.* The Director of Land Records revised *Kaghzat-i-Zamin-i-Panjab ke Intizam ka Ibtadai Risala.*" The following books prepared by the Text-book Revision Committee were published during the year:—"*Qawaid-i-Arabi, Arabi Chauthi Kitab* and *Urdu Readers for Girls' Schools, III—V.*

109. *School Libraries.*—The committee in co-operation with the Department draws the attention of teachers and managers to recently published manuals which will assist teachers in preparing their lessons, and also to books suitable for school libraries. During the year under report it recommended 106 works of the kind. A certain part of its income is annually set aside for the purchase of books and apparatus which it presents to schools. Last year a sum of Rs. 7,000 was devoted to this object. This sum was supplemented by a grant of Rs. 1,500 from the Education budget, ear-marked for the purchase of books for vernacular middle schools. With Rs. 7,000 the committee purchased 14,167 volumes, which it distributed among schools of every grade; with the grant of Rs. 1,500 it was able to present a set of twenty-four volumes to every vernacular secondary school in the province. In addition, the Committee printed and distributed 5,000 copies of Mr. Fleming's "Education as Road-Making" and 10,000 copies of an Urdu translation of the same. It also undertook the publication of a pamphlet on laboratory work which Mr. Fleming had written for the guidance of students. Two copies of this book were presented to every Arts college affiliated to the Punjab University and to every Anglo-Vernacular secondary school in the province. The remainder were bound and placed on sale at the nominal price of two annas per copy.

110. *Encouragement of vernacular literature.*—With the object of forming a correct estimate of the books published in the vernaculars of the province during the year and thus basing its recommendations for awards from the patronage of literature fund on a fuller knowledge of facts than was possible in previous years, the committee in November asked authors and translators desirous of securing an award to submit copies of their works before the close of the year. In response to this appeal ninety-nine works were submitted.

These were first examined and reported on by experts, and then considered by three sub-committees. The recommendations of the sub-committees were laid before the general committee and as a result the following ladies and gentlemen were recommended for awards :—

Lala Suraj Narayan, Hafiz Abdur Rahman, M. Abdul Ahad, Lala Devi Dayal, M. Insha-ullah, Mrs. Seraj-ud-din, Shardhey Parkash Dev, Pandit Raja Ram, Shrimati Sumti Bala, Diwan Maya Das, Pandit Yogi Sheo Nath, and Bhai Suraj Singh. The translations of secular books published by the Punjab Religious Book Society were also considered worthy of recognition. It is regrettable that the literary output in Punjabi, as evidenced by the few specimens submitted, shows little sign of development.

111. *Text-book Committee Library and Museum.*—Throughout the year the library has been kept open from 12 to 6 P. M. and an increasing number of persons interested in education, especially student-teachers, make use of it. Boxes of books have regularly been circulated among Inspectors, and diagrams and charts have frequently been borrowed by the teachers of local schools for the illustration of lessons. The committee purchased 123 new books, partly basing its selections on the list of recent additions to the library of the Board of Education. Four hundred specimen volumes were presented by publishers. The task of overhauling the library, and ridding it of out-of-date and useless manuals was completed. Among the additions to the museum were a set of McDougall's Object-Lesson Cards, a set of Tuck's Object-Lesson Pictures, Phillips' anatomical Model, an Empire Clock, a set of specimens of Indian rocks, and a set of miniature models of school furniture.

112. Thanks are due to the large number of ladies and gentlemen who assisted in the work of the committee, by reviewing books and otherwise. The duties of secretary were, as before, ably discharged by Mr. Knowlton.

J. C. GODLEY,

Director of Public Instruction, Punjab.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1909-10.

(For Details, see General Table III.)

Area and Population.			Institutions and Scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				Collegiate Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of Towns and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
97,272	Towns ... 171	Males ... 10,942,705	Institutions — For Males...	10	5	304	3,345	5	25	3,694	183	2,054	5,931	Institutions to number of towns and villages. 18·06
	Villages ... 32,663	Females 9,387,634	Institutions — For Females	...	2	42	602	1	10	657	2	643	1,302	3·96
	Total ... 32,834	Total... 20,330,339	Institutions — Total ...	10	7	346	3,947	6	35	4,351	185	2,697	7,233	22·02
			Scholars... Males ...	2,022	590	81,926	157,946	390	2,848	245,722	3,259	36,499	285,480	Male Scholars to male population of school-going age. 17·39
			Scholars... Females ...	...	44	4,006	26,309	16	620	30,995	127	12,864	43,986	Female scholars to female population of school-going age. 3·12
			Total ...	2,022	634	85,932	184,255	406	3,468	276,717	3,386	49,363	329,466	10·80

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For Details, see*

	Total Direct Expenditure on Public Instruction.						
	Collegiate Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* — For Males	3,19,404	2,50,514	15,28,728	8,24,758	66,496	2,33,665	32,23,565
Institutions — For Females ...	...	23,306	2,09,235	1,91,802	8,438	30,083	4,82,864
Total ...	3,19,404	2,73,820	17,37,963	10,16,560	74,934	2,63,748	36,86,429
2. (*a*).—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	6·84	12·44	26·13	1·93	4·03	6·94	58·31
(*b*).—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction.	·03	·27	12·25	57·09	...	·78	70·42
(*c*).—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·78	·97	39·59	27·69	...	3·61	72·64
(*d*).—Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	5·47	4·69	29·74	17·40	1·28	4·51	63·09
3. Average Annual Cost of educating each Pupil in—							
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. — Cost to Provincial Revenues.	185 10 8	529 8 8	19 3 8	1 15 10	180 9 0	79 0 7	34 1 4
Government Institutions. — Cost to Local and Municipal Funds.	...	16 4 2	0 12 0	0 0 2	...	...	0 12 4
Government Institutions. — Total Cost	271 13 1	564 7 0	36 6 3	2 10 10	180 9 0	118 3 4	49 13 2
Local Fund Schools. — Cost to Provincial Revenues.	...	...	0 0 2	0 1 2	...	...	0 1 0
Local Fund Schools. — Cost to Local Funds ...	...	...	4 7 4	5 4 1	...	16 3 7	5 2 4
Local Fund Schools. — Total Cost	...	...	8 15 2	5 12 3	...	17 3 2	6 5 9
Municipal Schools. — Cost to Provincial Revenues.	...	...	0 1 3	0 4 1	...	...	0 2 6
Municipal Schools. — Cost to Municipal Funds	...	...	0 15 6	6 4 6	...	20 9 6	5 12 2
Municipal Schools. — Total Cost	...	...	12 13 9	7 9 6	...	21 5 0	10 10 6
Aided Institutions. — Cost to Provincial Revenues.	50 11 1	359 4 0	8 12 1	0 5 8	...	11 0 6	4 11 11
Aided Institutions. — Cost to Local and Municipal Funds.	3 1 2	...	2 6 1	2 3 3	...	7 15 4	2 5 11
Aided Institutions. — Total Cost	159 8 5	582 10 5	29 0 1	4 15 0	...	76 4 2	17 15 10
Unaided Institutions—Total Cost ...	79 9 2	113 4 4	16 13 7	4 11 0	...	19 9 11	16 3 7
All Institutions. — Cost to Provincial Revenues.	62 15 7	373 5 9	5 12 0	0 3 2	180 9 0	37 15 11	8 15 9
All Institutions. — Cost to Local and Municipal Funds.	1 7 9	10 12 1	3 6 5	4 6 9	...	6 7 8	4 1 10
All Institutions. — Total Cost	158 0 8	441 10 4	20 8 10	5 9 7	180 9 0	77 9 11	13 8 5

RAL TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1909-10.

General Table IV.)

Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,78,668	78,202	2,75,118	1,91,805	5,50,015	1,47,242	7,35,903	21,56,953	58,43,382
1,78,668	78,202	2,75,118	1,91,805	5,50,015	1,47,242	7,35,903	21,56,953	58,43,382
37·22	4.20	12·81	4·01	7·17	3·30	6·98	41·69	100
·01	...	2·70	4·96	15·20	2·70	4·01	29·58	100
...	...	·99	4·32	14·40	1·41	6·24	27·36	100
3·06	1·34	4·71	3·28	9·41	2·52	12·59	36·91	100

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

PUBLIC

CLASS OF INSTITUTIONS.	Under Public Management.								Under Private			
	Managed by Government.				*Managed by District or Municipal Boards.*				*Aided by Government or by District or Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
Collegiate Education. — Arts Colleges.												
English	1	402	419	363	...	...	...	...	5	886	898	803
Oriental	...	...	...	...	...	...	...	...	1	73	78	64
Colleges or Departments of Colleges for Professional Training.												
Law	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	1	175	188	180	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Teaching — For Males	2	203	208	191	...	...	...	...	...	...	...	...
Teaching — For Females	...	...	...	...	...	...	...	...	2	35	40	40
Agriculture	1	13	14	13	...	...	...	...	...	...	...	...
Total	5	793	829	747	...	...	...	...	8	994	1,016	907
School Education, General. — Secondary Schools.												
For Boys — High Schools	31	13,716	13,947	12,031	9	3,852	3,685	3,140	46	18,154	16,855	15,284
For Boys — Middle Schools — English	...	...	...	...	53	13,770	13,539	11,292	26	4,660	4,169	3,714
For Boys — Middle Schools — Vernacular	...	...	...	...	121	21,640	22,022	18,567	1	142	130	88
For Girls — High Schools	2	286	461	250	...	...	...	...	10	791	884	807
For Girls — Middle Schools — English	...	...	...	...	...	...	...	...	10	672	624	615
For Girls — Middle Schools — Vernacular	...	...	...	...	8	898	872	663	9	1,354	1,212	1,005
Total	33	14,002	14,408	12,281	191	40,160	40,318	33,662	102	25,773	23,874	21,513
Primary Schools.												
For Boys	10	1,683	5,610	1,299	2,506	121,536	117,238	99,154	720	29,859	29,262	25,611
For Girls	...	...	...	...	449	17,614	16,825	14,811	130	7,209	7,316	5,364
Total	10	1,683	5,610	1,299	2,955	139,150	134,063	113,965	850	37,068	36,578	30,975
School Education, Special. — Schools for Special Instruction.												
Training Schools for Masters	5	390	398	383	...	...	...	...	...	...	...	...
" " for Mistresses	1	16	17	15	...	...	...	...	...	...	...	...
Schools of Art (a)	1	273	269	217	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	1	209	211	207	...	...	...	...	4	239	258	241
Engineering and Surveying Schools	1	135	139	129	...	...	...	...	...	...	...	...
Technical and Industrial Schools	1	414	379	313	8	817	794	596	11	694	670	478
Commercial Schools	1	44	41	34	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	1	142	142	123	...	...	...	...	...	...	...	...
Other Schools	4	329	323	290	...	...	...	...	...	...	...	...
Total	16	1,952	1,919	1,711	8	817	794	596	15	933	928	719
Total of Colleges and Schools of Public Instruction	64	18,430	22,766	16,038	3,154	180,127	175,175	148,223	975	64,768	62,396	54,114

PRIVATE INSTITUTIONS

1. *Advanced Teaching—*
   - (a). Arabic or Perisan ...
   - (b). Sanskrit ...
   - (c). Any other Oriental Classic ...
2. *Elementary, teaching a Vernacular only or mainly* ...
3. *Elementary, teaching the Qurán, Shástras or other religious books by rote* ...
4. *Other Schools not conforming to Departmental Standard* ...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1909-10.

INSTITUTIONS.						NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			REMARKS.
MANAGEMENT.									
Unaided.									
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	English.	A Classical Language.	A Vernacular Language.	
14	15	16	17	18	19	20	21	22	
3	661	626	559	9	1,949	1,945	1,174	...	
...	...	...	...	1	73	67	72	1	
1	208	170	154	1	208	199	...	10	
...	...	...	...	1	175	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	2	203	128	...	75	
...	...	...	...	2	35	35	27	2	
...	...	...	...	1	13	...	...	...	
4	869	796	713	17	2,656	2,374	1,273	88	
12	5,103	5,067	4,293	98	40,825	29,414	25,412	39,871	
5	747	752	653	84	19,177	10,406	9,481	19,247	
...	...	...	...	122	21,782	...	9,717	21,975	
...	...	...	...	12	1,077	1,077	110	600	
2	139	136	121	12	811	704	...	341	
1	8	8	10	18	2,260	130	349	2,381	
20	5,997	5,963	5,077	346	85,932	41,731	45,069	84,415	
109	5,234	4,315	3,532	3,345	158,312	1,660	13,984	166,190	
23	1,120	928	1,566	602	25,943	82	818	25,970	
132	6,354	5,243	5,098	3,947	184,255	1,742	14,802	192,160	
...	...	...	...	5	390	...	330	564	
...	...	...	...	1	16	...	1	16	
...	...	...	...	1	273	...	...	...	
...	...	...	...	...	...	...	...	...	
...	...	...	...	5	448	...	...	...	
1	165	165	147	2	300	...	...	...	
1	7	7	5	21	1,932	107	...	1,733	
...	...	...	...	1	44	44	...	25	
...	...	...	...	...	...	...	...	...	
...	...	...	...	1	142	...	...	142	
...	...	...	...	4	329	15	...	...	
2	172	172	152	41	3,874	166	331	2,480	
158	13,392	12,174	11,040	4,351	276,717	46,013	61,475	279,143	
...	...	...	...	137	2,116	...	1,911	179	
...	...	...	...	48	1,270	...	1,219	89	
...	...	...	...	...	...	...	...	...	
...	...	For Boys...		611	14,009	...	711	12,583	
		For Girls...		95	2,933	...	48	2,910	
...	...	For Boys...		1,409	21,951	...	19,462	1,391	
		For Girls ..		532	7,026	...	6,578	172	
...	...	For Boys...		34	1,936	992	746	1,585	
		For Girls...		16	1,508	216	30	1,384	
		Total	...	2,882	52,749	1,208	30,705	20,293	
		GRAND TOTAL	...	7,233	329,466	47,221	92,180	299,436	

(*a*). CLASSIFICATION—

I.—The Elementary Department, A. Section—

Ninety Students.—All learn freehand drawing from flat copies, elementary modelling in clay, brush outline and blackboard drawing; 24 learn chip carving 9 blacksmith's work; 52 decorative painting; and 5 *repoussé* work.

II.—The Elementary Department, B. Section—

Thirty-one Students.—All learn advanced freehand drawing, plan and elevation, practical plane and solid geometry, elementary modelling in clay and model drawing; 9 carving; 1 *repoussé*; 7 blacksmith's work; and 14 decorative painting.

III.—The Industrial Department—

Ninety-one Students.—All learn architectural drawing, modelling in clay and casting in plaster, light and shade, perspective; 29 decorative, drawing and design; 45 carving and joinery; 6 *repousse* work; 7 blacksmith's work; and 4 modelling in clay.

IV.—The Draftsmen's Department—

Forty-seven Students.—All learn architectural design, building construction, estimating and surveying, modelling in clay and terra cotta work, applied design for building construction; 10 joinery and carving; and 37 painting.

V. The Teacher's Department—

Fourteen Students.—All learn drawing to scale, model drawing, design, modelling in clay, chart making, elementary perspective and practical teaching in elementary department.

EDUCATION—GENERAL TABLE III—*concluded.*

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR THE OFFICIAL YEAR 1909-10.

	CLASS OF INSTITUTIONS.	Classification of Scholars on the 31st of March according to Race or Creed.									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
		Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	*Hindus.* Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.		
		23	24	25	26	27	28	29	30	31	32	33
Collegiate Education.	**ARTS COLLEGES.**											
	English	...	48	151	1,092	241	411	..	1	5	...	...
	Oriental	...	1	37	1	1	33	...	.	...	..	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.											
	Law	...	...	17	127	17	44	..	...	3	...	...
	Medicine	2	6	32	99	13	23	..	...	...	9	...
	Engineering	...	...	...	...	...	...	...	.	...	...	...
	Teaching — For Males	14	1	30	82	18	54	...	.	4	...	...
	Teaching — For Females	35	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	4	5	4	...	...	...	...	...
	Total	51	56	267	1,405	295	569	...	1	12	9	...
School Education, General.	**SECONDARY SCHOOLS.**											
	For Boys — High Schools	574	452	4,062	16,709	4,499	14,446	10	23	50	3	...
	For Boys — Middle Schools — English	236	346	2,006	8,200	2,121	6,235	.	6	27	39	...
	For Boys — Middle Schools — Vernacular	...	149	2,869	8,733	2,372	7,629	...	...	30	1	...
	For Girls — High Schools	814	163	8	15	13	47	...	17	...	...	73
	For Girls — Middle Schools — English	569	109	...	...	64	39	...	30	...	...	112
	For Girls — Middle Schools — Vernacular	...	379	96	1,139	308	338	...	...	...	...	...
	Total	2,193	1,598	9,041	34,796	9,377	28,734	10	76	107	43	185
	PRIMARY SCHOOLS.											
	For Boys	106	1,444	15,865	51,994	20,242	67,591	36	...	1,034	513	...
	For Girls	11	495	2,143	11,460	4,463	7,317	28	1	25	...	147
	Total	117	1,939	18,008	63,454	24,705	74,908	64	1	1,059	513	147
School Education, Special.	**SCHOOLS FOR SPECIAL INSTRUCTION.**											
	Training Schools for Masters	...	2	84	105	33	168	...	...	..	...	...
	" " for Mistresses	...	...	2	5	...	9	...	...	...	...	...
	Schools of Art	...	3	7	82	34	146	...	1	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...	...
	Medical Schools	11	49	40	128	24	196	...	...	...	...	...
	Engineering and Surveying Schools	...	...	22	203	28	46	...	...	1	...	...
	Technical and Industrial Schools	...	187	73	594	214	863	...	...	1	15	7
	Commercial Schools	...	1	7	17	2	17	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...
	Reformatory Schools	...	3	8	52	...	64	...	...	15	...	...
	Other Schools	26	11	4	47	69	171	...	1	...	...	...
	Total	37	256	247	1,233	404	1,678	..	2	17	15	7
	TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	2,398	3,849	27,563	100,888	34,781	105,889	74	80	1,195	580	339
Private Institutions.	1. *Advanced Teaching*— (a). Arabic or Persian	...	...	1	38	...	2,077	...	...	...	72	...
	(b). Sanskrit	...	...	996	272	2	...	.	..	...	...	...
	(c). Any other Oriental Classic	...	...	...	...	...	...	..	...	...	...	...
	2. *Elementary, teaching a Vernacular only or mainly.* — For Boys	...	164	1,205	8,124	1,892	2,555	3	...	66	164	...
	2. *Elementary, teaching a Vernacular only or mainly.* — For Girls	...	99	405	1,943	312	159	...	...	15	..	41
	3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote.* — For Boys	...	...	412	261	17	21,214	...	...	47	2,222	...
	3. *Elementary, teaching the Qurán, Shástras, or other religious Books by rote.* — For Girls	...	...	21	79	1	6,924	...	...	1	...	957
	4. *Other Schools not conforming to Departmental Standards.* — For Boys	13	28	296	911	366	310	...	...	12	4	...
	4. *Other Schools not conforming to Departmental Standards.* — For Girls	13	2	79	711	492	123	...	...	88	...	5
	Total	26	293	3,415	12,339	3,082	33,362	3	.	229	2,472	1,003
	GRAND TOTAL	2,424	4,142	30,978	113,227	37,863	139,251	77	80	1,424	3,052	1,342

EDUCATION—GENERAL TABLE III (A).

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1909-10.

		Europeans and Eurasians.	Native Christians.	Hindus.			Muhammadans.	Buddhists.	Pársis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.	Sikhs.					
1		2	3	4	5	6	7	8	9	10	11
COLLEGIATE EDUCATION—											
Arts Colleges—											
English	Male ...	...	48	151	1,092	241	411	...	1	5	
	Female ...	...	...	...	...	...	...	...	...	...	
Oriental	Male ...	...	1	37	1	1	33	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Colleges for Professional Training—											
Law	Male ...	...	...	17	127	17	44	...	...	3	
	Female ...	...	...	...	...	...	...	...	...	...	
Medicine	Male ...	...	...	32	99	13	22	...	...	...	
	Female ...	2	6	...	...	...	1	...	...	...	
Engineering	Male ...	..	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Teaching	Male ...	14	1	30	82	18	54	...	...	4	
	Female ...	35	...	...	...	...	...	...	...	...	
Agriculture	Male ...	...	...	...	4	5	4	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
	Total	51	56	267	1,405	295	569	...	1	12	
SCHOOL EDUCATION—GENERAL—											
Secondary Schools—											
For Boys—											
High Schools... ...	Male ...	572	452	4,062	16,709	4,499	14,446	10	22	50	
	Female ...	2	...	...	...	...	...	...	1	...	
Middle Schools—											
English	Male ...	198	346	2,006	8,200	2,121	6,235	...	5	27	
	Female ...	38	...	...	...	...	...	...	1	...	
Vernacular ...	Male ...	...	149	2,869	8,733	2,372	7,628	...	...	30	
	Female ...	...	...	...	...	...	1	...	...	...	
For Girls—											
High Schools ...	Male ...	66	...	4	...	...	2	...	1	...	
	Female ...	748	163	4	15	13	45	...	16	...	
Middle Schools—											
English	Male ...	104	...	...	...	...	...	...	8	...	
	Female ...	465	109	...	...	64	39	...	22	...	
Vernacular	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	379	96	1,139	308	338	...	...	...	
	Total	2,193	1,598	9,041	34,796	9,377	28,734	10	76	107	
Primary Schools—											
For Boys	Male ...	62	1,365	15,847	51,873	20,210	67,373	36	...	1,033	
	Female ...	44	79	18	121	32	218	...	...	1	
For Girls	Male ...	5	...	6	88	41	7	...	...	...	
	Female ...	6	495	2,137	11,372	4,422	7,310	28	1	25	
	Total	117	1,939	18,008	63,454	24,705	74,908	64	1	1,059	
SCHOOL EDUCATION—SPECIAL—											
Schools for Special Instruction—											
Training Schools ...	Male ...	...	2	84	105	33	166	...	...	...	
	Female ...	...	...	2	5	...	9	...	...	...	
Schools of Art	Male ...	...	3	7	82	34	146	...	1	...	
	Female ...	...	...	...	...	..	...	...	...	...	

EDUCATION—GENERAL TABLE III (A)—*concluded.*

NUMBER OF SCHOLARS IN THE PUNJAB ON THE 31ST MARCH, CLASSIFIED ACCORDING TO SEX, RACE, OR CREED, FOR THE OFFICIAL YEAR 1909-10.

		Europeans and Eurasians.	Native Christians.	Hindus.			Muhammadans.	Buddhists.	Pársis.	Others.	Remarks.
				Brahmans.	Non-Brahmans.	Sikhs.					
1		2	3	4	5	6	7	8	9	10	11
SCHOOL EDUCATION—SPECIAL—*concluded.*											
Schools for Special Instruction—concluded.											
Reformatory Schools ...	Male ...	...	3	8	52	...	64	...	...	15	
	Female ...	...	...	...	...	...	...	...	...	...	
Commercial Schools ...	Male ...	...	1	7	17	2	17	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	...	...	...	...	
Medical Schools ...	Male ...	...	...	40	127	24	179	...	...	...	
	Female ...	11	49	...	1	...	17	...	...	...	
Engineering and Surveying Schools.	Male ...	...	...	22	203	28	46	...	...	1	
	Female ...	...	...	...	...	...	...	...	...	...	
Industrial Schools ...	Male ...	...	14	59	369	144	837	...	...	1	
	Female ...	...	173	14	225	70	26	...	...	...	
Other Schools ...	Male ...	...	5	4	47	69	170	...	...	...	
	Female ...	26	6	...	...	...	1	...	1	..	
Total		37	256	247	1,233	404	1,678	...	2	17	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,398	3,849	27,563	100,888	34,781	105,889	74	80	1,195	
PRIVATE INSTITUTIONS—											
1. ADVANCED TEACHING—											
(*a*) Arabic or Persian ...	Male ...	...	...	1	38	...	2,005	...	...	...	
	Female ...	...	...	...	...	...	72	...	...	...	
(*b*) Sanskrit	Male ...	...	...	994	219	2	...	...	...	...	
	Female ...	...	...	2	53	...	...	...	...	...	
(*c*) Any other Oriental Classic.	Male ...	...	...	...	...	...	...	...	...	...	
	Female ...	...	...	...	...	...	..	...	...	...	
2. ELEMENTARY TEACHING—A VERNACULAR ONLY OR MAINLY—											
For Boys	Male ...	...	148	1,194	8,055	1,838	2,541	3	...	66	
	Female ...	...	16	11	69	54	14	...	...	...	
For Girls	Male ...	...	...	1	21	19	...	...	...	...	
	Female ...	...	99	404	1,922	293	159	...	...	15	
3. ELEMENTARY TEACHING—THE QURAN, SHASTRAS, OR OTHER RELIGIOUS BOOKS BY ROTE—											
For Boys	Male ...	...	...	412	261	17	18,982	...	...	47	
	Female ...	...	...	...	..	...	2,232	...	...	..	
For Girls	Male ...	...	...	...	...	...	957	...	...	...	
	Female ...	...	...	21	79	1	5,967	...	...	1	
4. OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS—											
For Boys	Male ...	13	24	296	911	366	310	...	...	12	
	Female ...	...	4	...	...	...	...	...	...	...	
For Girls	Male ...	5	...	...	...	...	...	...	...	...	
	Female ...	8	2	79	711	492	123	...	...	88	
TOTAL OF PRIVATE INSTITUTIONS		26	293	3,415	12,339	3,082	33,362	3	...	229	
GRAND TOTAL		2,424	4,142	30,978	113,227	37,863	139,251	77	80	1,424	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1909-10.

Class of Institution.	PUBLIC INSTITUTIONS.												Grand total of Public Institutions.	Grand Total of scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.										Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	Remarks.
	Under Public Management.				Under Private Management.																								
	Managed by Government.				*Aided by Government or by District or Municipal Boards.*				*Unaided.*											*Hindus.*										
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Collegiate Education. — Teaching — Males	1	14	14	14	...	...	...	...	...	...	...	...	1	14	14	...	...	14	...	...	...	...	...	...	...	...	...	...	
Teaching — Females	...	...	...	...	2	35	40	40	...	...	...	...	2	35	35	27	2	35	...	...	...	...	...	...	...	...	...	...	
Total	1	14	14	14	2	35	40	40	...	...	...	...	3	49	49	27	2	49	...	...	...	...	...	..	...	...	...	...	
Secondary Schools.																													
School Education, General. — For Boys — High Schools	1	264	241	241	4	326	324	305	...	...	...	...	5	590	590	92	476	567	...	2	1	...	2	...	18	...	3	...	
For Boys — Middle School, English.	...	...	...	...	5	241	219	183	...	...	...	...	5	241	228	...	101	236	1	1	...	...	...	...	3	...	39	...	
For Girls — High Schools	1	236	221	221	8	595	699	643	...	...	..	...	9	831	831	...	362	814	1	5	1	...	5	...	5	...	...	73	
For Girls — Middle Schools, English.	...	...	...	...	9	600	562	557	...	...	...	...	9	600	600	...	106	569	2	...	...	2	...	...	27	...	...	112	
Total	2	500	462	462	26	1,762	1,804	1,688	...	...	...	...	28	2,262	2,249	92	1,045	2186	4	8	2	2	7	...	53	...	42	185	
Primary Schools.																													
For Boys	...	...	...	...	2	109	98	74	...	...	...	...	2	109	51	...	19	108	2	...	...	...	...	...	...	1	45	...	
„ Girls	...	...	..	...	1	12	11	9	...	...	...	...	1	12	12	...	...	11	...	...	...	...	...	...	1	...	...	5	
Total	...	...	...	...	3	121	109	83	...	...	...	...	3	121	63	...	19	117	2	...	...	...	...	...	1	1	45	5	
Total of Colleges and Schools of Public Instruction.	3	514	476	476	31	1,918	1,953	1,811	...	...	...	...	34	2,432	2,361	119	1,066	2,352	6	8	2	2	7	...	54	1	87	190	
Private Institutions ... Other Schools not conforming to Departmental Standards ... For Boys													1	13	13	...	...	13	...	...	...	...	...	...	...	...	...	...	
„ Girls													1	13	13	...	...	13	...	...	...	...	...	...	...	...	...	5	
Total													2	26	26	...	...	26	...	...	...	...	...	...	...	...	...	5	
Grand Total													36	2,458	2,387	119	1,066	2,378	6	8	2	2	7	...	54	1	87	195	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscription.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English	77,794	...	...	34,468	...	1,631	1,13,893
Collegiate Education. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. — Law	...	...	...	...	...	...	...
Collegiate Education. — Medicine	89,578	2,229	3,278	4,423	...	...	(a)99,508
Collegiate Education. — Engineering	...	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	90,356	1,110	50	...	...	3,055	94,571
Collegiate Education. — Teaching — For Females	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	37,179	...	...	...	...	...	37,179
Total	2,94,907	3,339	3,328	38,891	...	4,686	3,45,151
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	2,70,073	3,338	7,432	2,07,985	...	17,497	5,06,325
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	5,946	...	...	2,839	511	8,714	18,010
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total	2,76,019	3,338	7,432	2,10,824	511	26,211	5,24,335
PRIMARY SCHOOLS.							
School Education, General. — For Boys	11,147	64	...	3,780	...	28	15,019
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	11,147	64	...	3,780	...	28	15,019
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	66,496	...	...	...	...	...	66,496
School Education, Special. — Training Schools for Mistresses	8,438	...	...	...	...	...	8,438
School Education, Special. — Schools of Art	20,349	...	...	480	...	...	20,829
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	17,007	...	...	3,200	...	...	(a)20,207
School Education, Special. — Engineering and Surveying Schools	5,334	...	...	3,380	...	...	8,714
School Education, Special. — Technical and Industrial Schools	10,635	...	...	250	...	30	10,915
School Education, Special. — Commercial Schools	2,645	...	...	1,578	...	...	4,223
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	22,987	...	...	...	...	...	22,987
School Education, Special. — Other Schools	39,911	...	...	9,372	...	37,621	86,904
Total	1,93,802	...	...	18,260	...	37,651	2,49,713
Buildings	82,178	...	...	...	...	7,833	90,011
Furniture and Apparatus (Special Grants only)	60,372	...	...	...	4,317	7,681	72,370
Total	1,42,550	...	...	...	4,317	15,514	1,62,381
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Other Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Boarding-houses	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	9,18,425	6,741	10,760	2,71,755	4,828	84,090	12,96,599

(a) Revised verified figures received after compilation had been completed show an additional expenditure of Rs. 2,397 against Medical College and Rs. 1,221 against Medical School.

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1909-10.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by District or Municipal Boards.							*Aided by Government or by District or Municipal Boards.*						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	26,000	300	2,700	56,327	11,491	35,285	1,32,103
...	...	...	...	...	...	...	23,480	...	...	115	...	...	23,595
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	14,370	...	...	2,936	568	5,432	23,306
...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...			63,850	300	2,700	59,378	12,059	40,717	1,79,004
...	7,504	15,442	43,297	89	1,323	67,655	1,07,204	6,623	39,809	2,00,980	25,694	52,851	4,33,161
...	18,095	41,561	1,05,684	1,394	1,408	1,68,142	17,610	5,990	1,715	29,975	9,183	21,885	86,358
120	1,06,339	17,014	45,498	508	138	1,69,617	...	96	...	104	...	1,222	1,422
...	...	...	...	...	...	...	48,560	...	...	48,165	...	6,076	1,02,801
...	...	...	...	...	...	...	24,990	...	...	14,824	...	4,413	44,227
1,277	2,451	11,478	...	...	45	15,251	(b)10,648	1,351	1,269	209	837	10,204	24,518
1,397	1,34,389	85,495	1,94,479	1,991	2,914	4,20,665	2,09,012	14,060	42,793	2,94,257	35,714	96,651	6,92,487
16	5,61,756	44,125	60,310	1,251	567	6,68,025	7,819	56,169	7,822	12,474	20,615	17,863	1,22,762
11,851	83,098	33,103	17	229	69	1,28,367	(b) 5,112	6,660	9,947	364	12,550	23,165	57,798
11,867	6,44,854	77,228	60,327	1,480	636	7,96,392	12,931	62,829	17,769	12,838	33,165	41,028	1,80,560
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,184	856	2,490	..	9,913	1,310	19,753
...	6,360	8,267	514	5	180	15,326	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,052	2,394	1,646	1,142	8,953	31,328	50,515
...	...	...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	6,360	8,267	514	5	180	15,326	10,236	3,250	4,136	1,142	18,866	32,638	70,268
27,208	1,88,452	49,400	..	...	...	2,65,060	24,152	...	...	...	1,939	58,399	84,490
...	33,325	4,477	...	1,555	...	39,357	1,012	152	346	...	2,263	24,338	28,111
27,208	2,21,777	53,877	...	1,555	...	3,04,417	25,164	152	346	...	4,202	82,737	1,12,601
...	...	...	...	...	...	...	...	...	...	...	...	...	...

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concld.*				TOTAL EXPENDI	
	UNDER PRIVATE MANAGEMENT—*concluded.*					
	Unaided.					
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	23	24	25	26	27	28
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	23,034	16,489	10,290	49,813	1,03,794	300
Collegiate Education. — Oriental	...	...	...	...	23,480	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	19,256	...	...	19,256	...	...
Collegiate Education. — Medicine	...	...	...	...	89,578	2,229
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching — For Males	...	...	...	...	90,356	1,110
Collegiate Education. — Teaching — For Females	...	...	...	...	14,370	..
Collegiate Education. — Agricultural	...	...	...	...	37,179	...
Total	42,290	16,489	10,290	69,069	3,58,757	3,639
SECONDARY SCHOOLS.						
School Education, General. — For Boys — High Schools	48,288	15,395	23,460	87,143	3,77,277	17,465
School Education, General. — For Boys — Middle Schools — English	6,811	868	1,226	8,905	17,610	24,085
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	120	1,06,435
School Education, General. — For Girls — High Schools	...	...	...	...	54,506	
School Education, General. — For Girls — Middle Schools — English	...	...	3,756	3,756	24,990	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	672	...	672	11,925	... 3,802
Total	55,099	16,935	28,442	1,00,476	4,86,428	1,51,787
PRIMARY SCHOOLS.						
School Education, General. — For Boys	3,268	8,909	6,775	18,952	18,982	6,17,989
School Education, General. — For Girls	...	3,339	2,298	5,637	16,963	89,758
Total	3,268	12,248	9,073	24,589	35,945	7,07,747
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	66,496	
School Education, Special. — Training Schools for Mistresses	...	...	...	...	8,438	...
School Education, Special. — Schools of Art	...	...	...	...	20,349	...
School Education, Special. — Law Schools	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	22,191	...
School Education, Special. — Engineering and Surveying Schools	3,183	...	...	3,183	5,334	856
School Education, Special. — Technical and Industrial Schools	...	...	192	192	15,687	...
School Education, Special. — Commercial Schools	...	...	...	...	2,645	8,754
School Education, Special. — Agricultural Schools	...	...	...	...	...	...
School Education, Special. — Reformatory Schools	...	...	...	...	22,987	...
School Education, Special. — Other Schools	...	...	...	...	39,911	...
Total	3,183	...	192	3,375	2,04,038	9,610
Buildings	...	84,189	26,265	1,10,454	1,33,538	1,88,452
Furniture and Apparatus (Special Grants only)	...	647	6,757	7,404	61,384	33,477
Total	...	84,836	33,022	1,17,858	1,94,922	2,21,929
University	...	...	...	...	60,000	119
Direction	...	...	...	...	78,202	
Inspection	...	...	...	...	2,38,186	... 33,544
Scholarships held in — Arts Colleges	...	...	...	...	11,211	1,323
Scholarships held in — Medical Colleges	...	...	...	...	7,910	110
Scholarships held in — Other Professional Colleges	...	...	...	...	3,670	...
Scholarships held in — Secondary Schools	...	...	...	...	20,389	49,783
Scholarships held in — Primary Schools	...	...	...	...	10,859	1,155
Scholarships held in — Medical Schools	...	...	...	...	15,909	1,069
Scholarships held in — Technical and Industrial Schools	...	...	...	...	4,288	5,253
Scholarships held in — Other Special Schools	...	...	...	...	168	2,700
Boarding-houses	...	...	...	...	93,597	34,919
Miscellaneous	...	...	...	...	36,278	14,802
Total	...	...	...	...	5,80,867	1,44,777
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,03,840	1,30,508	81,019	3,15,367	18,60,957	12,39,489

TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1909-10.

TURE FROM		ALL OTHER SOURCES.				
			Public.			
Municipal Funds.	Fees.	Private.	Native State Revenues.	Imperial Contributions.	GRAND TOTAL.	REMARKS.
29	30	31	32	33	34	35
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,700	1,13,829	75,186	...	...	2,95,509	
...	115	...	...	...	23,595	
...	19,256	...	...	...	19,256	
3,278	*4,423	...	...	...	99,508	
...	...	...	...	...	...	
50	...	3,055	...	...	94,571	
...	2,936	6,000	...	...	23,306	
...	...	...	...	...	37,179	
6,028	1,40,559	84,241	...	...	5,93,224	
62,683	5,00,550	1,19,169	...	17,140	10,94,284	
43,276	1,42,470	35,964	...	...	2,63,405	
17,014	45,602	1,868	...	...	1,71,089	
...	51,004	6,587	...	8,714	1,20,811	
...	14,824	8,169	...	...	47,983	
12,747	209	11,758	...	...	40,441	
1,35,720	7,54,659	1,83,515	...	25,854	17,37,963	
51,947	79,832	56,008	...	...	8,24,758	
43,050	381	41,650	...	...	1,91,802	
94,997	80,213	97,658	...	...	10,16,560	
...	...	...	...	...	(c) 66,496	(c) Revised verified figures, received after compilation had been completed show an additional expenditure of Rs. 347 against "Training Schools for Masters," on account of the Normal School, Delhi.
...	...	...	...	...	8,438	
...	480	...	...	...	20,829	
...	...	...	...	...	...	
2,490	3,200	11,223	...	...	39,960	
...	6,563	...	...	...	11,897	
9,913	1,906	40,688	...	...	76,948	
...	1,578	...	...	...	4,223	
...	...	...	...	...	...	
...	...	...	...	...	22,987	
...	9,372	8	...	37,613	86,904	
12,403	23,099	51,919	...	37,613	3,38,682	
49,400	...	1,78,625	...	...	(d) 5,50,015	(d) Revised figures received after compilation had been completed show an additional expenditure of Rs. 4,904 against "Buildings."
4,823	...	46,646	...	912	1,47,242	
54,223	...	2,25,271	...	912	6,97,257	
...	1,07,302	11,247	...	...	1,78,668	
...	...	...	...	...	78,202	
3,388	...	...	...	...	2,75,118	
2,174	...	18,965	...	...	33,673	
...	...	2,702	...	...	10,722	
...	...	...	...	...	3,870	
9,288	...	8,356	...	...	87,816	
...	...	382	...	...	12,396	
220	...	441	...	...	17,639	
2,895	...	4,421	...	...	16,857	
240	...	5,724	...	...	8,832	
13,154	2,28,113	1,44,006	...	18,475	5,32,264	
8,252	...	81,133	...	63,174	2,03,639	
39,611	3,35,415	2,77,377	...	81,649	14,59,698	
3,42,982	13,33,945	9,19,981	...	1,46,028	58,43,382	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC INSTI									
			UNDER PUBLIC MANAGEMENT,						UNDER PRIVATE			
			Managed by Government.						*Aided by Government* / *nicipal*			
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.
1			2	3	4	5	6	7	8	9	10	11	12
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	Teaching	Males	18,973	...	...	...	...	...	18,973	...	...	...	...
		Females	...	...	...	...	...	...	...	14,370	...	...	2,936
		Total ...	18,973	...	...	...	...	...	18,973	14,370	...	...	2,936
School Education, General.	SECONDARY SCHOOLS.												
	For Boys	High Schools ...	...	...	...	2,839	...	(a) 17,140	19,979	25,184	...	...	23,276
		Middle Schools, English	...	...	...	...	...	...	...	11,115	...	...	7,052
	For Girls	High Schools ...	...	...	...	2,839	...	(a) 8,714	11,553	42,121	...	...	44,134
		Middle Schools, English	...	...	...	...	...	...	...	23,382	...	...	14,824
		Total	...	...	...	5,678	...	(a) 25,854	31,532	1,01,802	...	...	89,286
	PRIMARY SCHOOLS.												
	For Boys		...	...	...	...	...	...	...	3,922	...	...	1,926
	For Girls		...	...	...	...	...	...	...	663	...	...	234
	Total		...	...	...	...	...	...	...	4,585	...	...	2,160
	Buildings		...	...	...	...	...	...	...	12,986	...	...	...
	Furniture and Apparatus (Special Grants only).		286	...	...	...	...	(a) 912	1,198	850	...	...	...
	Total		286	...	...	...	...	(a) 912	1,198	13,836	...	...	...
	Inspection		...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in Professional Colleges ...		...	...	...	...	...	...	...	...	...	...	...
	Scholarships held in Secondary Schools ...		...	...	...	...	...	...	...	...	...	...	...
	Boarding-houses		...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous		...	...	...	...	...	...	...	...	...	...	...
	TOTAL		...	...	...	...	...	...	...	...	...	...	...
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION		19,259	...	...	5,678	...	26,766	51,703	1,34,593	...	...	94,382

(a) From Imperial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1909-10.

TUTIONS.													
MANAGEMENT.							TOTAL EXPENDITURE FROM						
... by District or Municipal Boards.			Unaided.							All other sources.			
Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Private.	Public (Imperial contributions).	GRAND TOTAL.
13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	18,973	...	...	...	...	...	18,973
568	5,432	23,306	...	...	...	...	14,370	...	...	2,936	6,000	...	23,306
568	5,432	23,306	...	...	...	...	33,343	...	...	2,936	6,000	...	42,279
...	17,500	65,960	...	...	...	...	25,184	...	...	26,115	17,500	17,140	85,939
1,800	7,782	27,749	...	...	...	...	11,115	...	...	7,052	9,582	...	27,749
...	...	86,255	...	...	...	...	42,121	...	...	46,973	...	8,714	97,808
...	...	38,206	...	...	...	...	23,382	...	...	14,824	...	...	38,206
1,800	25,282	2,18,170	...	...	...	...	1,01,802	...	...	94,964	27,082	25,854	2,49,702
...	1,870	7,718	...	...	...	...	3,922	...	...	1,926	1,870	...	7,718
...	789	1,686	...	...	...	...	663	...	...	234	789	...	1,686
...	2,659	9,404	...	...	..	...	4,585	...	...	2,160	2,659	...	9,404
...	2,599	15,585	...	...	...	...	12,986	...	...	...	2,599	...	15,585
...	5,822	6,672	...	...	...	...	1,136	...	...	...	5,822	912	7,870
...	8,421	22,257	...	...	...	...	14,122	...	...	...	8,421	912	23,455
...	...	...	...	...	...	...	12,666	...	...	...	...	...	12,666
...	...	...	...	...	...	...	3,270	...	...	...	...	...	3,270
...	...	...	...	...	...	...	7,688	...	...	...	241	...	7,929
...	...	...	...	...	...	...	39,029	...	...	1,25,230	54,319	18,475	2,37,053
...	...	...	...	...	...	...	1,415	...	...	...	68,957	63,174	1,33,546
...	...	...	...	...	...	...	64,068	...	...	1,25,230	1,23,517	81,649	3,94,464
2,368	41,794	2,73,137	...	...	...	...	2,17,920	...	...	2,25,290	1,67,679	1,08,415	7,19,304

revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	31	13,716	2,078	...	2,078	4,568	...	4,568
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	24	7,897	189	...	189	2,095	...	2,095
		Vernacular	96	17,372	...	...	...	4,869	...	4,869
	Municipal	English	38	9,725	181	...	181	2,487	...	2,487
		Vernacular	25	4,268	...	...	...	1,127	...	1,127
	Aided	English	71	22,785	2,125	...	2,125	6,247	4	6,251
		Vernacular	2	171	29	...	29	4	...	4
	Unaided	English	17	5,850	931	...	931	1,933	...	1,933
		Vernacular	...	...	...	...	...	...	...	...
	Total		304	81,784	5,533	...	5,533	23,330	4	23,334
For Girls.	Government	English	2	286	...	21	21	...	89	89
		Vernacular	...	...	...	...	...	...	...	...
	District Board	English	...	...	...	...	...	...	...	...
		Vernacular	3	252	...	...	...	...	20	20
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	5	646	...	...	...	...	132	132
	Aided	English	20	1,463	...	89	89	9	405	414
		Vernacular	9	1,354	...	...	..	...	237	237
	Unaided	English	2	139	...	...	...	...	11	11
		Vernacular	1	8	...	...	...	...	8	8
	Total		42	4,148	...	110	110	9	902	911
TOTAL SECONDARY SCHOOLS			346	85,932	5,533	110	5,643	23,339	906	24,245
PRIMARY SCHOOLS.										
For Boys.	Government		10	1,683	...	...	...	...	...	...
	District Board		2,427	114,155	...	..	...	...	...	...
	Municipal		79	7,381	...	...	...	...	...	...
	Aided		720	29,859	...	...	...	...	...	...
	Unaided		109	5,234	...	...	...	...	...	...
	Total		3,345	158,312	...	...	...	...	...	...
For Girls.	Government		...	...	...	...	...	...	...	...
	District Board		341	12,196	...	...	...	...	...	...
	Municipal		108	5,418	...	...	...	...	...	...
	Aided		130	7,209	...	...	...	...	...	...
	Unaided		23	1,120	...	...	...	...	...	...
	Total		602	25,943	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			3,947	184,255	...	...	...	...	...	...
GRAND TOTAL			4,293	270,187	5,533	110	5,643	23,339	906	24,245

RAL TABLE V.

FOR GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1909-10.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5			6		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
3,723	...	3,723	3,347	...	3,347	...	...	...	13,716	...	13,716
...	...	...	...	...	...	...	...	...	...	...	...
2,270	...	2,270	3,331	...	3,331	12	...	12	7,897	...	7,897
3,179	...	3,179	8,719	...	8,719	604	1	605	17,371	1	17,372
2,879	...	2,879	4,119	...	4,119	59	...	59	9,725	...	9,725
820	...	820	2,186	...	2,186	135	...	135	4,268	...	4,268
5,931	9	5,940	8,435	29	8,464	5	...	5	22,743	42	22,785
16	...	16	122	...	122	...	...	...	171	...	171
1,581	...	1,581	1,405	...	1,405	...	...	...	5,850	...	5,850
...	...	...	...	...	...	...	...	...	...	...	...
20,399	9	20,408	31,664	29	31,693	815	1	816	81,741	43	81,784
...	65	65	15	96	111	...	...	...	15	271	286
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	56	56	...	176	176	...	...	...	...	252	252
...	...	...	...	...	...	...	...	...	...	...	...
...	236	236	...	278	278	...	...	...	...	646	646
28	343	371	133	456	589	...	...	...	170	1,293	1,463
...	340	340	...	736	736	...	41	41	...	1,354	1,354
...	34	34	...	94	94	...	...	...	...	139	139
...	...	..	...	...	...	...	...	...	...	8	8
28	1,074	1,102	148	1,836	1,984	...	41	41	185	3,963	4,148
20,427	1,083	21,510	31,812	1,865	33,677	815	42	857	81,926	4,006	85,932
363	...	363	1,270	...	1,270	50	...	50	1,683	...	1,683
24,451	7	24,458	88,767	73	88,840	857	...	857	114,075	80	114,155
408	...	408	6,294	...	6,294	679	...	679	7,381	...	7,381
2,921	12	2,933	26,409	395	26,804	122	...	122	29,452	407	29,859
524	...	524	4,661	26	4,687	23	...	23	5,208	26	5,234
28,667	19	28,686	127,401	494	127,895	1,731	...	1,731	157,799	513	158,312
...	...	...	...	...	...	...	...	...	...	...	...
...	1,177	1,177	...	10,971	10,971	...	48	48	...	12,196	12,196
...	476	476	1	4,941	4,942	...	...	...	1	5,417	5,418
9	596	605	107	6,085	6,192	...	412	412	116	7,093	7,209
...	52	52	30	1,038	1,068	...	...	...	30	1,090	1,120
9	2,301	2,310	138	23,035	23,173	...	460	460	147	25,796	25,943
28,676	2,320	30,996	127,539	23,529	151,068	1,731	460	2,191	157,946	26,309	184,255
49,103	3,403	52,506	159,351	25,394	184,745	2,546	502	3,048	239,872	30,315	270,187

EDUCATION—GENE

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
			1		
			Boys.	Girls.	Total
1	2	3	4	5	6
SECONDARY SCHOOLS.					
For Boys ... Government ... ... English	1	264	30	...	30
For Boys ... Aided ... ... English	9	567	27	...	27
For Boys ... Unaided ... ... English	...	...	...	...	...
For Boys Total	10	831	57	...	57
For Girls ... Government ... ... English	1	236	...	15	15
For Girls ... Aided ... ... English	17	1,195	...	63	63
For Girls Total	18	1,431	...	78	78
TOTAL SECONDARY SCHOOLS	28	2,262	57	78	135
PRIMARY SCHOOLS.					
For Boys ... Aided	2	109	...	...	...
For Boys ... Unaided	...	...	...	...	...
For Boys Total	2	109	...	...	...
For Girls ... Aided	1	12	...	...	...
For Girls Total	1	12	...	...	...
TOTAL PRIMARY SCHOOLS	3	121	...	...	...
GRAND TOTAL	31	2,383	57	78	135

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1909-10.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
7	8	9	10	11	12	13	14	15	16	17	18
97	...	97	75	...	75	62	...	62	264	...	264
196	4	200	133	9	142	169	29	198	525	42	567
...	...	...	...	...	...	...	...	...	...	...	...
293	4	297	208	9	217	231	29	260	789	42	831
...	83	83	...	50	50	15	73	88	15	221	236
9	324	333	28	275	303	133	363	496	170	1,025	1,195
9	407	416	28	325	353	148	436	584	185	1,246	1,431
302	411	713	236	334	570	379	465	844	974	1,288	2,262
...	...	...	6	7	13	58	38	96	64	45	109
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	6	7	13	58	38	96	64	45	109
...	...	...	2	4	6	3	3	6	5	7	12
...	...	...	2	4	6	3	3	6	5	7	12
...	...	...	8	11	19	61	41	102	69	52	121
302	411	713	244	345	589	440	506	946	1,043	1,340	2,383

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATION

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges.									
1. Master of Arts	1	2	...	3	16	12	...	12	40
2. Bachelor of Arts	1	4	3	8	62	148	96	76	382
3. M. Sc.	1	...	...	1	8	...	...	1	9
4. B. Sc.	1	1	...	2	6	9	...	3	18
5. Honours in B. A	1	4	2	7	18	34	21	5	78
6. Honours in B. Sc.	1	1	...	2	4	1	...	...	5
7. Intermediate Arts Faculty	1	7	3	11	49	221	212	69	551
8. Intermediate Science Faculty	1	3	...	4	82	72	...	3	157
Oriental Colleges.									
1. Master of Oriental Learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning	...	1	...	1	...	1	...	...	1
3. First Arts Oriental Faculty	...	...	...	...	...	...	...	...	...
4. Honours in Sanskrit	...	1	...	1	...	8	...	28	36
4. „ „ Arabic	...	1	...	1	...	4	...	13	17
4. „ „ Persian	...	1	...	1	...	6	...	33	39
4. „ „ Gurmukhi	...	1	...	1	...	1	...	10	11
5. High Proficiency in Sanskrit	...	1	...	1	...	9	...	23	32
5. „ „ „ Arabic	...	1	...	1	...	2	...	7	9
5. „ „ „ Persian	...	1	...	1	...	4	...	14	18
5. „ „ „ Urdu	...	...	...	...	...	...	...	...	...
5. „ „ „ Gurmukhi	...	...	...	...	...	...	...	12	12
6. Proficiency in Sanskrit	...	1	...	1	...	19	...	58	77
6. „ „ Arabic	...	1	...	1	...	1	...	9	10
6. „ „ Persian	...	1	...	1	...	3	...	20	23
6. „ „ Urdu	...	...	...	...	...	...	...	1	1
6. „ „ Gurmukhi	...	...	...	...	...	...	...	2	2
6. „ „ Hindi	...	...	...	...	...	...	...	2	2
Colleges for Professional Training.									
Law.									
1. Doctor of Laws	...	...	...	...	...	...	...	...	...
2. Bachelor of Laws	...	...	1	1	...	...	69	49	118
3. First Examination in Law	...	...	1	1	...	...	127	38	165
4. Licentiate „ „	...	...	...	...	...	...	...	...	...
5. First Certificate „ „	...	...	...	...	...	...	...	...	...
6. Preliminary „ „	...	...	...	...	...	...	...	...	...
Medicine.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. Second Examination for M. B.	1	...	...	1	8	...	...	...	8
3. Second Examination for L. M. S.	1	...	...	1	63	...	...	...	63
4. Second Professional Examination for M. B. B. S.	1	...	...	1	26	...	...	...	26
4. First Professional Examination for M. B. B. S.	1	...	...	1	44	...	...	...	44
5. Additional test in Chemistry	1	2	...	3	41	18	...	5	64
6. Special Certificate Class Examination for Females	1	...	...	1	1	...	...	...	1
Engineering.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
Teaching (*a*)	1	3	...	4	176	27	...	34	237
Agriculture	...	...	...	...	...	...	...	...	...
Schools for General Education.									
1. Matriculation — For Boys	37	42	12	91	1,163	1,145	508	278	3,094
1. Matriculation — For Girls	...	2	...	2	...	9	...	...	9
2. High School Examination for Europeans. — For Boys	1	4	...	5	10	19	...	3	32
2. High School Examination for Europeans. — For Girls	1	8	...	9	2	26	...	3	31
3. Middle School Examination for Europeans. — For Boys	1	7	...	8	19	25	...	1	45
3. Middle School Examination for Europeans. — For Girls	1	13	...	14	12	59	...	...	71
4. Middle Vernacular Examination. — For Boys	110	...	...	110	1,696	...	...	47	1,743
4. Middle Vernacular Examination. — For Girls	5	9	...	14	21	41	...	5	67
5. Upper Primary Examination — For Boys	...	...	...	...	...	...	...	...	...
5. Upper Primary Examination — For Girls	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination — For Boys	...	...	...	...	...	...	...	...	...
6. Lower Primary Examination — For Girls	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. — English	...	...	...	...	...	...	...	...	...
7. Public Service Certificate Examination. — Vernacular	...	...	...	...	...	...	...	...	...
Schools for Special Education.									
1. Training School Examination for Masters. — Upper	4	...	...	4	57	...	...	29	86
1. Training School Examination for Masters. — Lower	6	...	...	6	561	...	...	58	619
2. Training School Examination for Mistresses. — Upper	2	4	...	6	5	12	...	3	20
2. Training School Examination for Mistresses. — Lower	1	1	...	2	4	3	...	...	7
3. Schools of Arts Examination	1	...	...	1	229	...	...	...	229
4. Vernacular Medical Examination	1	1	...	2	44	4	...	...	48
5. Examination in Engineering and Surveying	1	...	1	2	86	...	91	6	183
6. Industrial School Examination	5	...	...	5	36	...	...	...	36
7. Commercial School Examination	10	...	1	11	94	...	7	10	111
8. Agricultural School Examination	...	...	...	...	...	...	...	...	...
9. Sanskrit Title Examination	...	...	...	...	...	...	...	...	...
10. Veterinary Examination	1	...	...	1	96	...	...	...	96
11. Other School Examinations	...	...	...	...	...	...	...	...	...

(*a*) Includes the following examinations :—(1) Bachelor of Teaching Vernacular Certificate Examination ; (5) Junior Anglo-Vernacular

RAL TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1909-10.

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.									
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	*Hindus.* Sikhs.	Muhammadans.	Buddhists.	Pársis.	Others.	REMARKS.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
7	6	...	5	18	...	2	1	8	2	5	...	...	...	
25	60	45	20	150	...	4	12	92	11	28	*3	...	...	
4	...	...	1	5	...	...	...	3	...	2	...	...	...	
3	3	...	...	6	...	...	1	3	2	...	...	...	...	
6	15	9	...	30	...	...	4	18	3	4	*1	...	...	
2	1	...	...	3	...	...	...	1	2	...	...	...	...	
28	81	83	24	216	...	12	21	103	20	54	*6	...	...	
38	28	...	1	67	...	3	8	41	11	3	*1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	...	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	5	...	10	15	...	...	15	...	...	...	...	...	...	
...	3	...	4	7	...	...	...	...	...	7	...	...	...	
...	1	...	9	10	...	...	2	...	...	8	...	...	...	
...	1	...	4	5	...	...	1	...	4	...	...	...	...	
...	7	...	14	21	...	...	19	2	...	...	...	...	...	
...	2	...	5	7	...	...	...	...	...	7	...	...	...	
...	2	...	10	12	...	...	...	...	...	12	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	12	...	10	10	...	...	...	...	10	...	...	...	...	
...	1	...	35	47	...	...	45	2	...	...	...	...	...	
...	2	...	5	6	...	...	...	...	...	6	...	...	...	
...	...	...	17	19	...	...	1	...	...	18	...	...	...	
...	...	...	1	1	...	...	...	...	...	1	...	...	...	
...	...	...	1	1	...	...	...	...	1	...	...	...	...	
...	...	...	2	2	...	...	2	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	40	25	65	...	...	12	36	6	9	*2	...	...	
...	...	88	18	106	...	...	3	69	10	22	*2	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
4	...	...	...	4	...	...	1	2	1	...	...	...	...	
22	...	...	...	22	...	...	1	12	2	7	...	...	...	
12	...	...	...	12	...	...	2	9	...	1	...	...	...	
25	...	...	...	25	...	...	4	16	2	3	...	...	...	
29	13	...	2	44	...	...	6	31	5	2	...	...	...	
1	...	...	...	1	1	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
158	20	...	18	202	24	7	23	79	20	46	*3	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
589	585	249	77	1,500	...	14	186	669	191	420	*18	2	...	
...	9	...	...	9	...	8	...	...	...	1	...	...	...	
6	12	...	...	18	18	...	...	...	...	...	...	...	...	
2	21	...	1	24	24	...	...	...	...	...	...	...	...	
7	7	...	...	14	14	...	...	...	...	...	...	...	...	
9	35	...	...	44	44	...	...	...	...	...	...	...	...	
1,216	...	...	3	1,219	...	...	249	447	140	381	*2	...	...	
20	30	...	4	54	...	18	1	20	2	13	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
25	...	...	19	44	...	...	7	9	4	24	...	...	...	
463	...	...	35	498	...	1	111	156	39	188	*3	...	...	
5	11	...	2	18	...	11	...	2	...	5	...	...	...	
3	2	...	...	5	...	2	1	2	...	...	...	...	...	
184	...	...	...	184	...	1	6	52	23	101	...	...	1	
35	4	...	...	39	...	4	4	20	4	7	...	...	...	
63	...	51	...	114	...	...	8	73	12	21	...	...	...	
31	...	...	...	31	...	...	...	5	3	23	...	...	...	
35	...	1	4	40	...	1	8	19	...	11	*1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
62	...	...	...	62	...	...	...	5	16	41	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	

Examination; (2) Senior Anglo-Vernacular Certificate Examination; (3) Clerical and Commercial Certificate Examination; (4) Senior Certificate Examination; (6) European Teacher's Certificate Examination.

* Jains.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS ON PUBLIC INSTRUCTION.													
	In Institutions managed by District Boards.											In Institutions managed by		
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	Municipal Boards.	Private Persons or Associations.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Collegiate Education. Arts Colleges.														
English	...	...	...	...	...	...	...	...	...	...	...	...	...	300
Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.														
Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...	...	...	...	2,229	...	...
Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	...	..	...	...	...	...	...	...	...	...	...	1,110	...	...
Agriculture	..	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	3,339	...	300
School Education, General. Secondary Schools.														
For Boys. High Schools	4	1,962	1,891	1,597	...	5,414	1,234	20,408	60	1,323	28,439	3,338	2,090	6,623
For Boys. Middle Schools English	20	5,935	5,645	4,725	...	9,027	5,385	44,692	638	55	59,797	...	9,068	5,990
For Boys. Middle Schools Vernacular	96	17,372	17,500	14,778	120	95,829	4,332	35,708	506	119	1,36,614	...	10,510	96
For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. Middle Schools Vernacular	3	252	250	207	86	2,451	...	...	...	...	2,537	...	...	1,351
Total	123	25,521	25,286	21,307	206	1,12,721	10,951	1,00,808	1,204	1,497	2,27,387	3,338	21,668	14,060
Primary Schools.														
For Boys	2,427	1,14,155	1,10,132	93,433	16	5,60,627	426	52,217	1,144	385	6,14,815	64	1,129	56,169
For Girls	341	12,196	11,737	11,005	8,761	79,848	215	14	147	24	89,009	...	3,250	6,660
Total	2,768	1,26,351	1,21,869	1,04,438	8,777	6,40,475	641	52,231	1,291	409	7,03,824	64	4,379	62,829
School Education, Special. Schools for Special Instruction.														
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	856
Engineering and Surveying Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	6	380	392	286	...	6,360	...	214	5	180	6,759	...	...	2,394
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	6	380	392	286	...	6,360	...	214	5	180	6,759	...	...	3,250
Buildings	...	...	...	...	27,088	1,88,452	...	...	...	...	2,15,540	...	...	...
Furniture and Apparatus (Special Grants only).	...	...	...	...	...	32,821	18	...	1,323	...	34,162	...	504	152
Total	...	...	...	...	27,088	2,21,273	18	...	1,323	...	2,49,702	...	504	152
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	2,897	1,52,252	1,47,547	1,26,031	36,071	9,80,329	11,610	1,53,253	3,823	2,086	11,87,672	6,741	26,551	80,591

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1909-10.

Total District Fund Expenditure on Public Instruction.	EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																Remarks.
	In Institutions managed by Municipal Boards.											In Institutions managed by					
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.	District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Government.	District Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
300	...	...	...	...	...	...	...	...	...	...	...	...	...	2,700	2,700	3,000	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2,229	...	...	...	...	...	...	...	...	...	...	...	3,278	...	...	3,278	5,507	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1,110	...	...	...	...	...	...	...	..	...	...	...	50	...	...	50	1,160	
...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,639	...	...	...	...	...	...	...	...	...	...	...	3,328	...	2,700	6,028	9,667	
17,465	5	1,890	1,994	1,543	...	14,208	2,090	22,889	29	...	39,216	7,432	1,234	39,809	62,683	80,148	
24,085	33	7,835	7,894	6,567	...	36,176	9,068	60,992	756	1,353	1,08,345	...	5,385	1,715	43,276	67,361	
1,06,435	25	4,268	4,522	3,789	...	12,682	10,510	9,790	2	19	33,003	...	4,332	...	17,014	1,23,449	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
3,802	5	646	622	456	1,191	11,478	...	...	...	45	12,714	...	...	1,269	12,747	16,549	
1,51,787	68	14,639	15,032	12,355	1,191	74,544	21,668	93,671	787	1,417	1,93,278	7,432	10,951	42,793	1,35,720	2,87,507	
6,17,989	79	7,381	7,106	5,721	...	43,699	1,129	8,093	107	182	53,210	...	426	7,822	51,947	6,69,936	
89,758	108	5,418	5,088	3,806	3,090	32,888	3,250	3	82	45	39,358	...	215	9,947	43,050	1,32,808	
7,07,747	187	12,799	12,194	9,527	3,090	76,587	4,379	8,096	189	227	92,568	...	641	17,769	94,997	8,02,744	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
856	...	...	...	...	...	...	...	...	...	...	...	...	...	2,490	2,490	3,346	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
8,754	2	437	402	310	...	8,267	...	300	...	...	8,567	...	...	1,646	9,913	18,667	
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
9,610	2	437	402	310	...	8,267	...	300	...	...	8,567	...	...	4,136	12,403	22,013	
1,88,452	...	...	...	...	120	49,400	...	...	...	...	49,520	...	...	...	49,400	2,37,852	
33,477	...	...	...	...	...	4,459	504	...	232	...	5,195	...	18	346	4,823	38,300	
2,21,929	...	...	...	...	120	53,859	504	...	232	...	54,715	...	18	346	54,223	2,76,152	
119	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	119	
...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
33,544	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,388	36,932	
1,323	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,174	3,497	
110	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	110	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	
49,783	...	...	...	...	..	...	...	...	...	...	...	...	...	...	9,288	59,071	
1,155	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	1,155	
1,069	...	...	...	...	...	...	...	...	...	...	...	...	...	...	220	1,289	
5,253	...	...	...	...	...	...	...	..	...	...	...	...	...	...	2,895	8,148	
2,700	...	...	...	...	...	...	...	...	...	...	...	...	...	...	240	2,940	
49,721	...	...	...	...	...	...	...	...	...	...	...	...	...	...	21,406	71,127	
1,44,777	...	...	...	...	...	...	...	...	...	...	...	...	...	..	39,611	1,84,388	
12,39,489	257	27,875	27,628	22,192	4,401	2,13,257	26,551	1,02,067	1,208	1,644	3,49,128	10,760	11,610	67,744	3,42,982	15,82,471	

EDUCATION—GENERAL TABLE VIII.

RETURN showing the ATTENDANCE and EXPENDITURE in HOSTELS or BOARDING-HOUSES for the Official year 1909-10.

Class of Hostels or Boarding-Houses.	Number of		Number of Boarders who are Students of					Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
For Males.													
1. Managed by Government	47	3,257	208	210	2,084	...	755	43,353	...	(a) 19,906	35,349	98,608	(a) Includes Rs. 9,011 from Imperial revenues.
2. Managed by Local or Municipal Boards ...	183	5,348	...	...	4,873	452	23	...	37,751	13	12,381	50,145	
3. Aided by Government or by Local or Municipal Boards	53	2,796	59	25	2,565	41	106	21,931	10,196	22,808	46,541	1,01,476	
4. Unaided	40	3,348	976	60	2,065	78	169	...	30	26,171	29,484	55,685	
Total ...	323	14,749	1,243	295	11,587	571	1,053	65,284	47,977	(a) 68,898	1,23,755	3,05,914	
For Females.													
1. Managed by Government	3	249	...	...	242	...	7	1,001	...	(b) 10,034	2,838	13,873	(b) Includes Rs. 9,464 from Imperial revenues.
2. Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	...	
3. Aided by Government or by Local or Municipal Boards	24	1,397	...	...	1,155	43	199	27,312	96	61,697	93,589	1,82,694	
4. Unaided	9	529	...	35	389	27	78	...	...	21,852	7,931	29,783	
Total ...	36	2,175	...	35	1,786	70	284	28,313	96	(b) 93,583	1,04,358	2,26,350	
Grand Total ...	359	16,924	1,243	330	13,373	641	1,337	93,597	48,073	(c) 1,62,481	2,28,113	5,32,264	(c) Includes Rs. 18,475 from Imperial revenues.

EDUCATION—GENERAL TABLE VIII A.

RETURN SHOWING THE ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1909-10.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF					EXPENDITURE FROM					REMARKS.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Colleges for Professional Training	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions and Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	
FOR MALES.													
Managed by Government...	2	278	...	14	264	...	...	539	...	(a) 9,011	2,838	12,388	(a) From Imperial revenues.
Aided by Government or by Local or Municipal Boards.	5	288	...	...	288	...	...	12,231	...	2,012	34,680	48,923	
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	7	566	...	14	552	...	...	12,770	...	11,023	37,518	61,311	
FOR FEMALES.													
Managed by Government...	1	236	...	...	236	...	...	...	...	(b) 9,464	2,838	12,302	(b) From Imperial revenues.
Aided by Government ...	15	761	...	...	761	...	...	26,259	...	47,449	80,527	1,54,235	
Unaided	2	35	...	35	...	...	...	...	...	4,858	4,347	9,205	
Total ...	18	1,032	...	35	997	...	...	26,259	...	61,771	87,712	1,75,742	
GRAND TOTAL ...	25	1,598	...	49	1,549	...	...	39,029	...	(c) 72,794	1,25,230	2,37,053	(c) Includes Rs. 18,475 from Imperial revenues.

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